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ABSTRACT

The authors have adopted the stance that the position of the secondary school department head in Ontario is unique. This booklet is intended to contain some theory, but has been devised to be relevant to the everyday needs of the department head. It is hoped that the problems are stated in realistic terms and that the solutions to these problems offered in as practical a manner as possible. Major sections are devoted to discussions of leadership, organizational development, staff development, communication, and curriculum evaluation. There are certain themes that run through the entire text. One is the desirability of involving all department members in department decisions. Another is the need for the department head to spend a great deal of effort in developing and improving the skills of working with people--the growth of sound interpersonal relationships is fundamental to an effective department. A third theme is that the department head wears many hats, and the criterion of a good head is how well these hats fit. (Author/IRT)

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ED153309

Power or Pawn:

Leadership and the Department Head

A Resource Booklet

U.S. DEPARTMENT OF HEALTH,
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Preface

Professional libraries are filled with books which cover every aspect of professional development, leadership, human relations, evaluation, curriculum development, and all the other topics and sub-topics dealt with in this booklet. It would be presumptuous of the authors to suggest that the materials presented here are of any greater value than other books or booklets on these subjects.

The authors have adopted the stance that the position of the secondary school department head in Ontario is unique. The booklet is intended to contain some theory, but has been devised to be relevant to the everyday needs of the department head. It is hoped that problems are stated in realistic terms, and the solutions to these problems offered in as practical a manner as possible. The structure presented one large problem in that the content areas tended to overlap; for example, many of the ideas discussed in **staff development** might just as easily have been covered in the **leadership** section: evaluation practices and curriculum design also have much in common. As a result, there is some repetition of ideas and suggestions within the booklet.

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Contents

Acknowledgements 1
Preface 2
Introduction
Leadership 7
Organization Development 10
Staff Development 19
Communication 29
Curriculum 38
Evaluation 51
"Nitties and Gritties". 60
Special Problems and Simulations 67
The Future 75
Addenda 79
- Bloom's Taxonomy of Educational Objectives 79
- Evaluation of Meetings 80
- H.S.I. 82
- Standards of Competent Teaching Performance 86
- Recommendations for Dealing with the Incompetent Teacher 87
- Key Questions which A Department Head Might Ask Himself 89
- Resources
- Glossary of Terms 96
- Bibliography 98

Introduction

There was a time when Mr. Einstein was not quite sure what eight times nine came to. He had to learn. And to learn, he had to be taught. The reason teaching has to go on is that children are not born human: they are made so.

Jacques Barzun

The humanizing and socializing purposes of education have long been recognized by teachers everywhere. The current emphasis in democratic education is heavily on the side of recognizing and catering to individual differences among students, while aiming at a society in which freedom and individualism are cherished. These lofty ideals have been set by society; a key figure in society's achieving these ideals is the teacher.

While much has been made of the different needs of individual students in the schools of Ontario, comparatively little attention has been paid to the needs of teachers. All teachers have strengths and weaknesses; an individual teacher's worth is frequently gauged by how much the former outnumber the latter. The secondary school department head plays the major role in identifying and addressing the needs of the members of the department.

The head finds himself* in a position that is subject to many different pressures and these pressures are likely to increase in the future. The head must be truly a Renaissance-man, adept at many things.

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* In an effort to simplify the style, throughout the booklet the authors have used the masculine pronoun forms. These are not intended to convey a sexist meaning.

Roles of the Department Head

- **Teacher-exemplar.** For the head teacher, classroom teaching must be of very high quality; expertise becomes the basis for leadership. The head who neglects his own classroom performance creates a lack of credibility in his fitness to lead. Academic excellence is a prerequisite to teaching expertise.

- **Leader of the Department.** Leadership means dealing with people. In order to build rapport and a good working relationship with department members, the head must try to understand their perceptions. With understanding comes a realization of the type of approach which will work best in supervising and motivating the staff.

- **Evaluator of teaching performance.** The head must be cognizant of the nature of effective teaching and also of the methods which produce effective teaching. By adopting the attitude of evaluating and helping rather than merely assessing, the head can build a positive relationship with the teacher. A great deal of sensitivity on the part of the head is needed to build an effective helper/supervisor relationship.

- **Member of management team.** As a member of a council of heads, the department head is frequently called upon to offer advice to the school administration about the operation of the school. To play an effective role here, the head must realize that he is now concerned primarily with the good of the school (or the system) as a whole, and may indeed have to agree to a course of action which is beneficial to the school in general, but may be slightly detrimental to the operation of his department in particular.

- **Member of the staff.** All staff members have the duty of adhering to and promoting the general policies of the school. The head should be perceived by other teachers to be a positive force on the staff. An attitude such as this goes far in developing good staff morale.
- **Department spokesman.** By exhibiting an affirmative attitude towards the department and its teachers, the head can develop a very positive regard for the department among staff, community and students. It is easy to adopt such an attitude when the department is well-run and the teachers are content and involved.

Using the Resource Booklet

The booklet is divided according to a number of different topics and the materials presented in relation to these topics are relevant to department head needs which may develop during a school year. Some sections contain materials that are more readily applicable than others to specific department head concerns.

There are certain themes which run through the entire text. One theme is the desirability of involving all department members in department decisions; with involvement comes commitment. Another theme is the need for the department head to spend a great deal of effort in developing and improving the skills of working with people; the growth of sound interpersonal relationships is fundamental to an effective department. A third theme is that the department head wears many hats, and the criterion of a good head is how well these hats fit.

Without a good systems analysis and systems design as a first step, or at least a parallel effort, it is not easy to describe, understand, and specify the pieces of the solution.

Simon Ramo

Leadership

Leadership in schools differs from leadership in business and government, yet when a person moves from an administrative role outside the system into the school structure, he brings with him certain perspectives that may assist him in dealing with specifically school matters. Here, the former Inspector General of the American Central Intelligence Agency, now a department head of history in an American School, talks about his attitudes to leadership. Although the connection between the C.I.A. and school systems is remote, many aspects of leadership are common to both. Descended from Canadians, he grew up in the United States but spends his summers in Ontario.

"Leadership involves the realization that most people, including the leader, are flawed and that the leader must first of all be professionally qualified in order to have the confidence of the principal, the department, and the students. While the head must be a capable advocate of his department's views, he must also have the confidence of the principal in matters that relate to reliability and capability, especially when this involves the philosophy of the school and the administration.

While the members of the department must believe that the head will pass on to the principal those things they feel strongly about, the head must be skilled in carrying his part of the 'adversary' process within the school structure. In other words, he must be strong in matters relating to funds, staffing, hiring, and time allocations, so that his department benefits.

Whether in an intelligence organization or a school, the head of a department must not be pushed around or be seen to be pushed around, nor should he be engaged in deals, compromises, or ingratiating tactics motivated by personal gain.

If a compromise is necessary, the department head should have built up sufficient trust that his department knows he has achieved everything that was possible. In all his dealings with the rest of the heads, he should be a good colleague who believes in the school's program, presents a sophisticated and generous personality, and remains above petty quarrels and nit-picking. These characteristics will make him immune to 'cheap shots' and will also free him from the need to drop comments about his burdensome tasks, his many contacts with important people, and his dedication to the job.

When a teacher is unqualified, inexperienced, or wrongheaded, there are many approaches a head can take: the teacher may be told and left to find his own way; in-service classes with other teachers may be arranged; intervisitations from heads and principals may be set up; the teacher may be encouraged to get outside training. Leaving the situation unattended to may lead to greater problems.

When a head allows gifted teachers to be prima donnas, the other department members are put into second class positions. For example, the prima donna may be a poor team worker while being excellent with students, but it is myopic and short-sighted to force the gifted person into a role which levels him to the group's range. A careful head will make certain that other teachers understand the special talent, but without diminishing the effectiveness of what they are doing. It is always possible to strengthen the other members of the department by noting their achievements in department meetings and it makes the prima donna aware of others' abilities in a friendly environment.

When there is a problem in a tenured situation, the teacher concerned should be shaken up, by means of changes in texts, programs, methods and 'comfort areas' (eg. especially well-equipped classrooms). If the teacher is not producing, do not continue to give him the best conditions. In any organization, the person who is secure may need to be stirred up.

Laziness "being a common fault" must be fought, and, although there is an unwillingness on the part of heads to take action, it can be done in a pleasant and effective way. Part of the responsibility of a head is to do dirty work. A well-run department will result".

[illegible]

Apparently no two people have quite the same understanding of leadership. However, the insights which people have of leaders and managers often shed light on the elusive definition of leaderhip.

One of the New York Metropolitan Opera's outstanding artists, Beverly Sills, recently cast a little light on the subject of leadership when she described how she had achieved a leadership role at the Met. "Whatever you do," she stated, "do with an intensity and enjoyment, fearing only what you don't enjoy". Also on the singer's list of musts for a professional leader is confidence. Asked if she ever feared performing poorly, she responded that after thirty-five years of experience she didn't expect to perform poorly, that she should be able to expect a good job every time she appeared on stage.

Richard Reeves, in **A Ford not a Lincoln**, presents yet another look at leadership. He states that many of the U.S.A.'s congressmen achieved their positions of elected leadership by studiously avoiding being leaders, explaining that a person exerting real leadership cannot but offend and even alienate some of the people some of the time. According to Reeves, leadership involves trying to persuade people to do what they prefer not doing; political leaders are more interested in running for office than in debating issues or making laws.

Although both Miss Sills and Mr. Reeves were not making their observations about educational leaders, there are implications for teachers and school administrators. If one is to be a leader in a school, one should ensure:

- that one is a doer, not a mere talker. A common type of person is he who talks up a storm about what can be done and his potential for doing it but just never seems to be able to get anything **on** the drawing board let alone **off** the board for implementation.

- that one should strive for specific accomplishments and that he be recognized as contributing significantly to them. Too often, leaders spread themselves too thinly and, in the process, lose identity with the success of any single project.

- that one should not only accept challenges but also embrace them with a personal intensity. Without this personal commitment one has a tendency to be regarded as superficial.

- that one accept responsibiity and not become known for placing blame on others.

- that one not become obsessed with the thought of pleasing everyone to the extent that the goals themselves become obscured. Changing one's direction just to avoid confrontations that cannot be avoided is too much like the proverbial rudderless ship.

Organization Development

It is now recognized that in a stable society, an authoritarian system of leadership may be most appropriate. But in a rapidly changing society, new styles of leadership and new forms of organization are required.

There is no one ideal organization. Organizing is an art and is merely the process of grouping activities and responsibilities. Organizing simply establishes relationships that will enable people to work together most effectively in determining and accomplishing the objectives of the enterprise.

The basic principle underlying the modern concept of organization development is the integration of the needs of the individual for growth and development with the goals and objectives of the organization.

Thus, properly understood, organization development is the expression of a philosophy and a way of life. It begins with a process of diagnosing the roadblocks which prevent the release of human potential within the organization, which, in this instance, is the school. The following question should be asked constantly:

"How can one create conditions that will mobilize the efforts of the teachers towards achieving the objectives of the school, and at the same time make their participation sufficiently meaningful and rewarding that they will want to do the work and receive personal satisfaction from their efforts?"

The following four areas of knowledge are essential to finding answers to the above question:

- An understanding of human nature and motivation.
- An understanding of the manner in which organizations function.
- A knowledge of the effects of different leadership styles on the way organizations function.
- An understanding of the process of change.

Organization development could be said to have nine major goals.

- To create an open problem-solving climate.
- To locate decision-making close to information sources - i.e. people.
- To supplement the authority of role with the authority of knowledge.
- To build more trust among individuals and groups.
- To reduce unhealthy competition and maximize collaborative efforts.
- To develop a reward system which recognizes both the achievement of the task and the growth of people.
- To increase the sense of ''sharing of'' or organization objectives by the members.
- To manage by objectives.
- To increase self-control and self-direction.

Further information on this area in Richard Beckhard in ''What's Wrong With Work?'', in **How to Release Human Potential and Improve Productivity.** National Association of Manufacturers, 277 Park Ave., N.Y. 1967.

The human element is the key to good organization. The vitality of any organization depends on the quality of interaction of its members - sensitivity.

Traditionally there has been a hierarchical type of pyramid structure in the school system. Decision making came from the top down. This form, however, is highly vulnerable to changes of personnel within the system. If instead, the school system is organized by goals, the personal preferences of the individuals in authority are minimized and the purpose and goals of the educational system become the centre of all decision making.

The school is forced to clarify its **purpose** and then develop its major **goals.** Then the school should structure its organization around these goals.

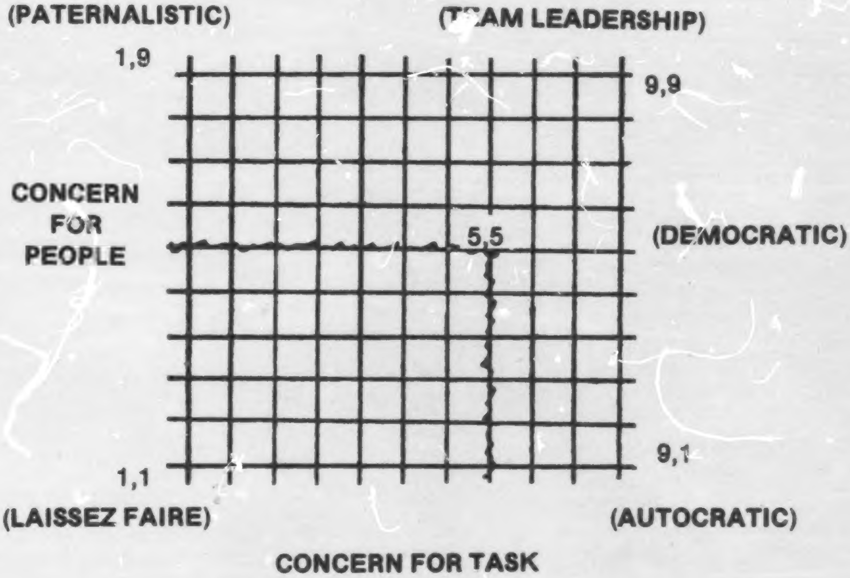
Each part of the organization then develops its **Objectives.** In this system, those responsible at each level of the school organization make their own decisions based on the agreed upon objectives, goals and purposes.

[illegible]

Style of Leadership

Certain styles of leadership have particular effects on the way people function in an organization. Different leadership styles are appropriate in different departmental circumstances; however, the ideal style assumed in the above organization is "team leadership" — 9.9 on the following grid. This kind of leader assumes that the members of the organization (or committee) are "inner-motivated" and want to help to attain the objectives which they have proposed. In goal-centred organizations, the members seek responsibility as it is necessary to achieve personal, group and organization goals. This challenges members to be more creative, more involved, and more deeply committed.

**WHICH IS
YOUR LEADERSHIP STYLE?**



Form Follows Function

Railroad companies in North America were once considered to be in the railroad business. Now, however, they have decided that they are really in the transportation and communication business and thus they believe themselves to be more skillful at adapting their approach as the methods of transportation change.

What business is the school in? Perhaps if the narrow "academic business" is accepted as the response to this question, schools may not be able to adapt as readily to changes in the role of the school. If a wider concept of the role of the school already exists, then there is a broader foundation which allows flexibility and adaptation.

Some Principals of Organization

The principle of objectives

Every organization and its parts must be an expression of the purpose of the enterprise. (Form Follows Function)

The principle of co-ordination

The purpose of organization is to co-ordinate and unify all efforts in the achievement of the goals.

The principle of authority

In every organization ultimate authority must rest somewhere, and the line of authority must be clear. Authority may be shared, and various types of authority must be recognized (e.g. authority of role, authority of knowledge).

The principle of responsibility

A leader is responsible for the authority he is given. Final responsibility cannot be shared or delegated. A leader is responsible for the acts of those under him.

The principle of delegation

Authority should be delegated as required.

The principle of parity of responsibility and authority

In every undertaking, the authority of the leader must correspond with the reonsibility involved.

The principle of authority level

Decisions should be made at the level appropriate to the authority. When the leader's level of authority is inadequate in particular circumstances, a higher authority should be involved.

The principle of continuity

Provision should be made for a continuous process of reorganization.

An important point to remember is that leadership, organization, and planning are inter-related closely. The planning process works best when the style of leadership and the shape of the organization are consistent and complementary. An autocratic leadership style and/or a cumbersome organization can make effective planning impossible. Without planning, staff energy is dispelled in all directions.

Department heads are frequently called upon to serve on school committees. In order for a committee to act efficiently, certain procedures should be observed. It is unrealistic to expect a large group of heads or a core group of heads and administration to do effective planning as well as carry out ongoing administrative and teaching responsibilities. Since there is scarcely time to discuss routine matters at monthly heads' or department meetings, a specialized planning committee, responsible to, but separate from, the core group is necessary.

The core group, being goal-oriented and problem-conscious, can identify problem areas and then refer the problems to the planning committee. This committee then proposes solutions and plans of action for consideration by the core group. (In **any** group or committee no more than eight or nine people should be involved. The larger the group, the less effective it becomes.)

When choosing members of a committee or work-study group, one should be conscious of different functions and skills necessary in the individuals.

Insider	- has deep concern, personal knowledge (subjective).
Outsider	- is knowledgeable, skilled, experienced in planning (objective).
The Visionary	- is imaginative, full of ideas.
The Slide Rule Type	- is demanding, precise, wants facts, statistics.
Administrator	- has sense of direction, gets things done.
Reconciler	- arbitrates, harmonizes, trouble-shoots.
Resource Person	- is usually co-opted as required for specific knowledge in problem areas.

The relationship between a planning group (or problem-solving group as it may now be called) and the core group (the heads, the administration) must be carefully delineated. Very sensitive lines of communication, involving authority, responsibility and accountability are involved. Also, the planning should be related to the key decisions of the core group; otherwise it simply means another committee recommendation or report which is filed, forgotten and thus apparently ignored. A planning committee's job is to produce plans, not formulate policies. However, its plans may indeed result in programs, policies, decisions, actions, and changes.

On Evaluation

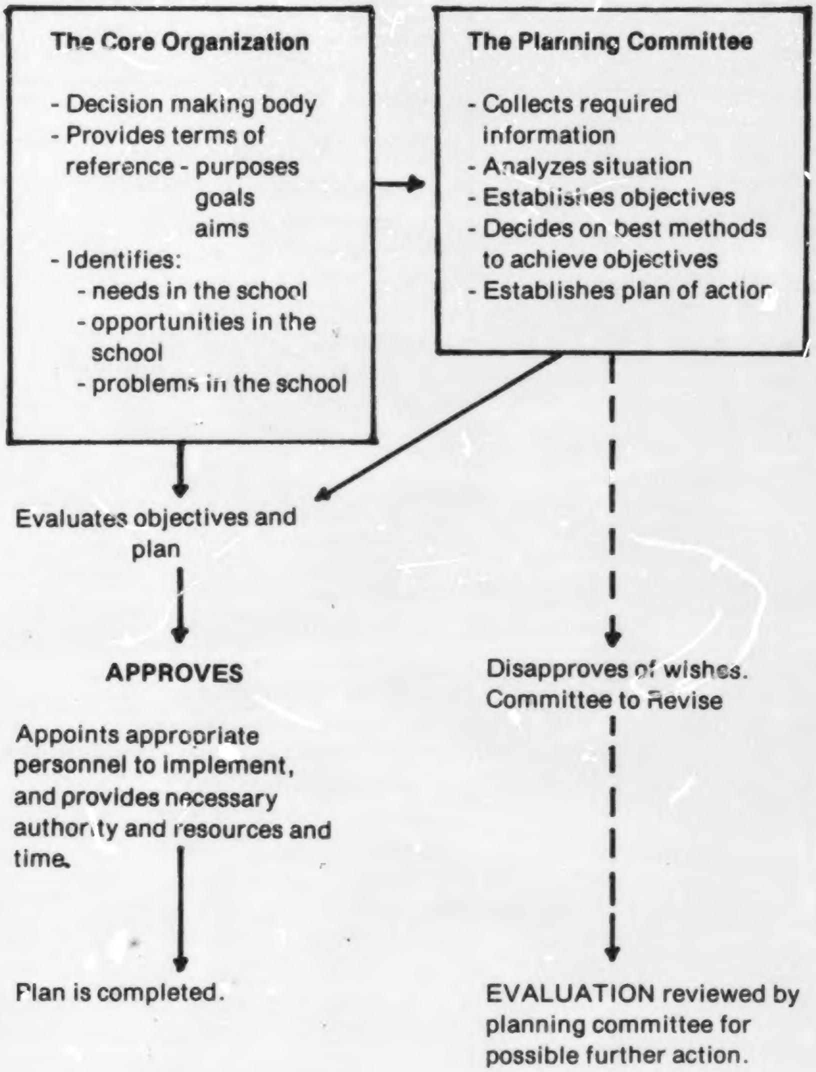
Evaluation reports couched in the language of statistics do not adequately communicate evaluation results to many people who need to use the information.

Ron C. Morgan

Starting a Planning Process

Practice and experience are the two most important ingredients of a successful planning group. It is wise to begin with relatively simple problems on which the members can gain practical, successful experiences in setting an objective, creating a plan to reach it, and then making the plan succeed.

RELATIONSHIP BETWEEN THE CORE ORGANIZATION AND THE PLANNING COMMITTEE



The Core Organization

- Decision making body
- Provides terms of reference - purposes
  goals
  aims
- Identifies:
  - needs in the school
  - opportunities in the school
  - problems in the school

The Planning Committee

- Collects required information
- Analyzes situation
- Establishes objectives
- Decides on best methods to achieve objectives
- Establishes plan of action

Evaluates objectives and plan

APPROVES

Appoints appropriate personnel to implement, and provides necessary authority and resources and time.

Plan is completed.

Disapproves of wishes. Committee to Revise

EVALUATION reviewed by planning committee for possible further action.

ORGANIZATION DEVELOPMENT

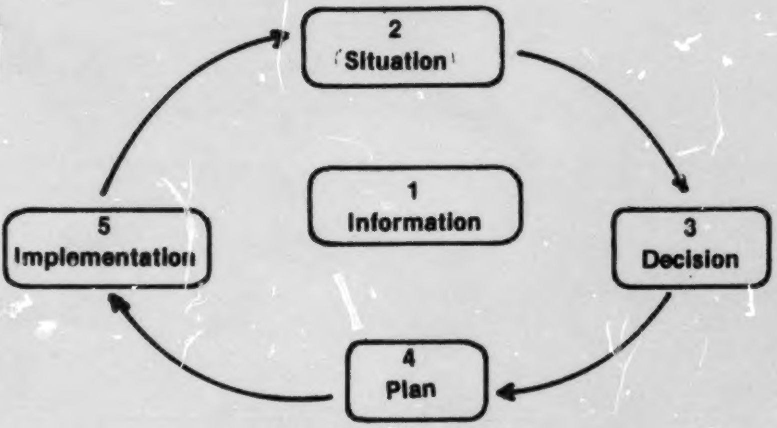
TASK

- Analyze the present school organization in the light of organization theory (see checklist).
- Identify any problems or weaknesses in the school system.
- Set objectives regarding necessary changes.
- Consider ways of achieving these objectives, and decide on the best means (curricula, methods, texts and so on).
- Develop a plan to implement the decision.

QUESTIONS TO ASK

- Does the present school organization (and all its departmental organizations) clearly reflect the true purpose of the school? ____________________
- Are the decisions in the various meetings and departments related to the purpose and goals of the school? ____________________
- Does the present organization result in the involvement of only some rather than all teachers in significant ways? ____________________
- Is the atmosphere in the school (and its component part - departments, clubs, activities) healthy in terms of:
  - trusting relationships? ____________________
  - an open, problem-solving, objective-setting climate? ____________________
  - recognition of achievement and personal growth in school work (teaching and extra-curricular activities?) ____________________
- Is there parity of authority, responsibility and accountability in school/department tasks and positions? ____________________
- Is there a distinct hierarchical system which relates staff in the school (the department) to each other? ____________________
- Can people be interrelated by a method other than the hierarchical system? ____________________
- If the school/department does not have a planning committee would it be useful to have one set up? ____________________

PROBLEM SOLVING - PLANNING



Check List

I. Information Analysis

A) Have we got the information we need? ________
B) Have we analyzed it to find the problem area? ________
C) Have we broken down the complex problem into manageable single problems? ________
D) Have we chosen the key problem on which we want to work? ________

II. Situation Analysis

A) Have we described the problem accurately and analyzed it to find the cause? ________

III. Decision Making

A) Have we developed an objective related to the cause? ________
B) Have we thought of the best ideas for dealing with the problems? ________
C) Have we decided which is the best solution for the particular problem? ________

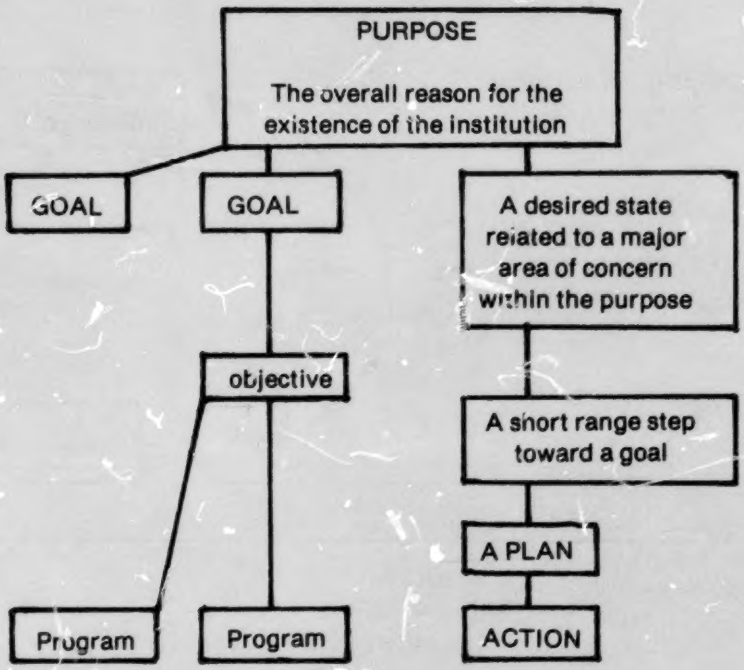
IV. Plan Development

A) Have we developed a step by step outline to carry out the solution? ________
B) Have we checked the plan for weaknesses and revised the plan in these areas? ________
C) Have we reached a final order of plan (Names and dates?) ________

V. Implementation

A) Have we done what we set out to do? ________

DEFINITION OF TERMS


PURPOSE
The overall reason for the existence of the institution
GOAL
GOAL
A desired state related to a major area of concern within the purpose
objective
A short range step toward a goal
A PLAN
Program
Program
ACTION

When changes occur or are desired in a particular area, many varied reactions may occur. The following points may help the leader to understand why certain reactions to change occur.

UNDERSTANDING CHANGE

- Under the right conditions people do not resist change, i.e., when they have "inner" security and when they can see the value in the change.
- People resist having change imposed upon them.
- People resist change most strongly when they feel that it will threaten a cherished value, or personal status/role in the present situation.
- People tend to fear the unknown. To reduce this fear, describe the way things will be after the change.

INITIATING CHANGE - STEPS TO TAKE

Since people become committed when they have a stake in the objectives of the change:

- Involve those who will be affected in the decision-making.
- Develop clear objectives (related to recognized goals and needs).
- Try to anticipate and understand the possible negative or resisting forces. (What values, roles, status and personnel may be threatened?)
- Consult with others who may be affected and try to reduce fear and resistance.
- Provide maximum information to all concerned.

Staff Development

Since more innovations have been attempted in education in the past decade than in the previous century, it would seem reasonable to expect that the way children learn would be affected and improved. This has not been the case, however, and the major reason for the paradox has to do with the classroom teachers, who have often been ignored in the development and implementation of new policies, methods and materials. The result of this neglect has been that proposed changes have never been implemented because many teachers have not been motivated to try new methods.

In any secondary school department, the updating of curricula and methodology should be an on-going procedure at both the department and individual teacher levels. This implies an open mind on the part of each teacher in the department and a willingness to try new ideas. Recent studies show that the teacher's attitude towards learning is more important in effecting change than is the providing of any new methods and programs.

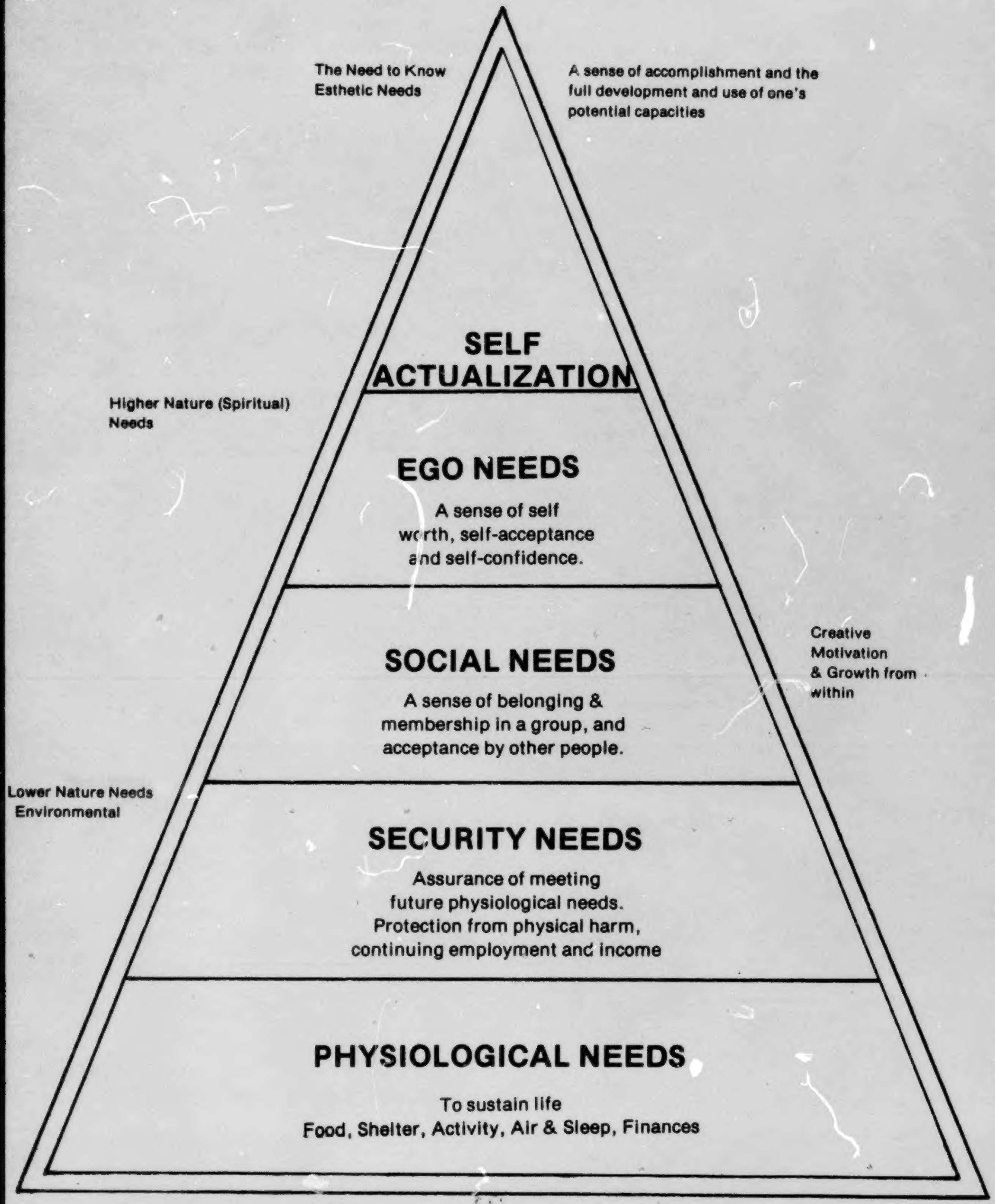
In the past, attempts to change teacher attitudes have resulted only in increased resistance to new ideas, especially in cases where the only motivation for change has been a mandate from above. In the area of change, self-direction is vital. It has been proved that change increases and is more permanent when a person feels he has freely chosen to alter his point of view. The department head's role must be resource person and advisor, rather than authority figure dictating the changes to be made.

The concept of staff development might best be described as helping teachers to be more effective **as teachers.** Once the idea of change is seen to be non-threatening and self-directed, teachers will probably be more receptive to the idea of self-improvement through the examining and attempting of alternate methods of dealing with young people.

The department head must be able to analyze the needs of the various department members. There may be the teacher who has not kept up with new developments in his subject field; he may be a "routine" teacher, doing the same things year after year, reluctant to try new methods. There may also be the "groping" teacher, well-meaning but stumbling along in a genuine attempt to be adequate. There may also be the "with-it" teacher, taking a flier at every new technique without adequate preparation and thought. Each of the teachers is unique and must be treated accordingly. Acquaintance with Maslow's hierarchy of needs may be helpful in looking at the needs' of levels of department members.

[illegible]

Maslow's Hierarchy of Needs.


The Need to Know
Esthetic Needs
A sense of accomplishment and the full development and use of one's potential capacities
SELF ACTUALIZATION
Higher Nature (Spiritual) Needs
EGO NEEDS
A sense of self worth, self-acceptance and self-confidence.
SOCIAL NEEDS
A sense of belonging & membership in a group, and acceptance by other people.
Creative Motivation & Growth from within
Lower Nature Needs Environmental
SECURITY NEEDS
Assurance of meeting future physiological needs. Protection from physical harm, continuing employment and income
PHYSIOLOGICAL NEEDS
To sustain life
Food, Shelter, Activity, Air & Sleep, Finances

In addition to fulfilling the needs of individual staff members, an effective staff development program will establish a minimum level of competence for teachers in the department. It will also help to clarify departmental policies on such things as curriculum, evaluation and use of resources. The primary benefit for the individual teacher, however, is that it provides an opportunity for self-renewal.

People in the Organization want:

- to work not necessarily harder but better
- to be committed to their "job"
- to have some involvement in decision-making at their level
- to be trusted to accept the responsibility of carrying out their job
- to be accountable for the effectiveness and efficiency with which they have carried out their job.
- to have considerable autonomy [illegible] objectives by being creative and innovative
- to experience a sense of [illegible]
- to have a positive relationship [illegible] and "subordinates" which is [illegible]
- to be given the opportunity to "grow" [illegible]
- to be rewarded (not just financially) [illegible] system.

Adapted from Douglas [illegible]

The question of staff development is one that is also addressed outside the education field in any area where people are formally organized to reach a goal (e.g. business firms, industrial corporations). The type of endeavour engaged in by the organization certainly influences the form of staff development program offered, but there are some general characteristics of effective staff development programs that have been identified.

The program, to be effective, must be:
- designed to meet the needs of the participants
- planned and administered co-operatively with clearly established objectives
- designed to provide help of a practical, concrete nature: deals with fundamental issues, not just theory
- designed to be continuous and long term
- considered to be an integral part of the educational process
- designed to provide for group maintenance and group process
- designed to receive administrative support
- designed to be action centred
- based on sound principles of learning
- designed to produce an atmosphere conducive to creativity.

The following may enable the head to clarify approaches within the department or school

MAN AND HIS RELATION TO WORK

	Traditional Approach	Human Relations Approach	Human Resources Approach
Assumptions	(1) People dislike work. (2) People work only for money. (3) Few people are capable of self-direction.	(1) People want to feel important. (2) They want to be recognized. (3) They want to be consulted.	(1) People want to contribute. (2) People will exercise broad self-direction and self-control. (3) People represent untapped resources.
Policies	(1) Keep jobs simple and repetitive. (2) Supervise closely.	(1) Head should discuss plans and listen to objections. (2) Allow self-control on routine tasks.	(1) Create a climate in which all can contribute fully. (2) Develop full participation by employees on important problems. (3) Continually broaden the area of self-direction and control.
Expectations	(1) If closely controlled, people will meet standards. (2) If firm but fair, a supervisor will be respected by employees.	(1) Participation increases satisfaction and morale. (2) Subordinates will willingly co-operate.	(1) Direct improvements in decision-making and control. (2) Satisfaction increases as a by-product.

Most staff development programs work best with small groups, as opposed to individual consultations or large group discussions. A properly conducted program of small group meetings organized along workshop lines can be very effective in developing confidence and trust in individual teachers.

Workshop experiences and the mutual support generated play a large role in building self-confidence in teachers and motivating them to experiment. This "hands-on" approach becomes largely one of a sharing of competencies of the participants.

Once a program has been initiated, an understandng must be arrived at concerning the decision-making process of the group. Decision-making processes may be of several **unsatisfactory** types, including the following:

- **Decision by Authority** - The person with authority in the group makes the decision after listening to all the facts. The quality of the decision depends on the ability of the authority figure to sift out important information from the proceedings. The largest problem arises when the decision has to be implemented by the members of the group who may feel little commitment to the decision because they did not make it.
- **Decision by Minority** - A small sub-group may strongly recommend a course of action in such a manner that allows little opportunity for dissent. In this case, silence by the majority is taken as consent, whereas the majority may actually be in opposition.

- **Decision by Majority** - This type of decision is arrived at by polling the members or perhaps even formally voting. Many people assume that since majority rule is a reflection of our political system, it must be good. This is not necessarily the case. Frequently, majority rule, as a method of decision-making in small groups, causes problems in implementing the decision by members of the minority who "lost" the vote and may be resentful. In other words, voting produces coalitions, and the preoccupation of the **losing** coalition may not be how to implement what the **winning** coalition wants, but how to win the next battle.

The three preceding methods of arriving at decisions may work, but most often are less than perfect. The logically perfect but least attainable kind of decision exists when everyone truly agrees on the course of action to be taken. For some kinds of decisions, unanimity might be necessary (it is the basis of our jury system, for instance), but much of the time it is not. In such situations, decision by **consensus** is desirable.

- **Decision by consensus** - Although this is one of the most effective methods of group decision-making, it is also the most time-consuming. It is not unanimity, but neither is it really compromise, which often takes the force out of decisions.

Consensus is a state in which communications within the group have been sufficiently open to make all members in the group feel that they have had sufficient opportunity to make their individual points of view clear to the group. Someone in the group asks for a group feeling, making sure to avoid polling or voting, to see if there is a clear alternative which most participants favour, and which those who do not favour feel they have been given a chance to influence. This is consensus - a decision subscribed to by the majority, which each individual within the minority clearly understands and is prepared to support.

In order to reach a decision supported by all members, time must be allowed by the group for all members to state their opposition and have their feelings understood by the other group members.

EFFECTIVE GROUPS	INNEFECTIVE GROUPS
• Atmosphere informal, comfortable and relaxed. No signs of tension or boredom. • Lots of discussion in which everyone is involved. Discussion is relevant. If it becomes irrelevant, someone brings it back on course. • Task is understood and accepted by all. • Group members listen to each other. People are not afraid to put forth ideas, no matter how unique. • There is disagreement, but the group is comfortable with this. Conflict is resolved, not suppressed. Also, there is no tyranny of, or by, the minority. • Most decisions are reached by consensus: everyone is in general agreement and willing to go along. • Criticism is frequent and frank, and of a constructive nature. • Everyone feels free to comment on the group's operation and the problem: no hidden agendas. • When action is taken, clear assignments are made and accepted. • Chairman does not dominate: leadership shifts from time to time to various people acting as resources. • Group concerned about its own efficiency of operation.	• Atmosphere reflects indifference, boredom or tension (people whisper, etc.). Group not challenged by task. • Discussion dominated by a few. • Group goals not clear. Some people try to achieve different goals in the group. • People not really listening to each other. Ideas ignored. Much talking for effect. Much information withheld. • Disagreements become disruptive or are totally suppressed. May result in a vote, leaving a minority unsatisfied. • Actions taken prematurely, on basis of simple majority. • Action-decision unclear. • Leadership only with chairman. • Criticism embarrassing and tension-producing. • Person feelins considered inappropriate and hidden. • Group tends to avoid any discussion of group process.

The department head who is truly interested in improving the calibre of department meetings or workshops might find value in employing the services of an objective process observer who would sit in on a meeting and evaluate the group process for later feed-back to the chairman, or, better, to the group as a whole. If this process is to be used, the members of the department should understand the nature of the process beforehand.

PROCESS OBSERVERS

Things to Look For:

Participation:	Did all have opportunities to participate? Were some excluded? Was an effort made to draw people out? Did a few dominate?
Leadership:	Did a leader, as such, emerge? Was a leader designated? Was leadership shared? Was there any structuring of the group?
Roles:	Who initiated ideas? Were they supported? By whom? Did anyone block? Who helped push for decisions?
Decision-Making:	Did group get a lot of ideas suggested before beginning to decide, or did it begin deciding only on a single idea? Did everyone agree with the decisions of others?
Communication:	Did people appear to feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made?
Sensitivity:	Did members appear sensitive to the needs and concerns of each other?
Climate:	Was the climate anxious? Tense? Relaxed?
Recording:	Did someone make accurate notes of the proceedings in order to read back or summarize as needed and to circulate minutes for the next meeting?
Continuity:	Did the meeting begin with a summary of work done to date? Was the goal of the meeting clearly expressed and understood by all? Were plans made for follow-up to the meeting?

The actual curriculum for the staff development program should be devised along the lines of the basic curriculum development model.

- Have as simple an organizational structure as possible. Do not try to solve all problems at once.
- Identify specific needs to be addressed by the program. Select the most urgent of these needs.
- Analyze the needs to give some direction to goal-setting. (for example, should the program be knowledge oriented? skill oriented? value or attitude oriented?)
- Select suitable activities to meet the needs by achieving the goals.
- Evaluate the result.

Getting Started

There are several ways of initiating the program. One method is by having staff members respond to a questionnaire designed to diagnose needs of the teachers and of the department. A better method might be to have teachers themselves do an inventory of curriculum content, personal instructional practices, and departmental policies and procedures. Included in this inventory are critical evaluations by the teachers and suggestions for improvement. After collating and examining these, the head should be able to begin planning a program for staff development.

Types of Programs

In any type of professional development activity involving teachers, the word ''compulsory'' has an unsavoury connotation, implying that a program is being mandated or laid on from above, a practice that has inherent problems. In addition, most teachers value their time highly, and are unwilling to spend time on an activity whose value is in doubt. It is incumbent on the head, therefore, to plan the introduction of a staff development program carefully, making sure to involve the staff in planning the program in all its aspects.

Once the staff feels comfortable with the idea of a program **designed** by them to **benefit** them, they decide the format. Time constraints often are a major block. Meetings held immediately after school, in the evenings, or on weekends, can be productive but are sometimes adversely affected by the inability of some department members to attend because of other commitments. One really effective way to initiate the program is to take the people involved away from the institutional setting and provide a long block of time for uninterrupted planning. This is the ''retreat'' idea, one that has become more popular in recent years.

The Retreat

School departments on retreat move out of the school to an area where they can meet for at least one full day, (usually two or more), to discuss problems of importance. The retreat removes teachers from the routine of school and home, and places them in a collaborative setting where the increased social interaction causes ideas to flow more freely within the group. The staff members on retreat get to know each other in a different setting and also are exposed more realistically to the idea of team co-operation.

The setting for the retreat can be anything from a staff member's home or cottage to an expensive hotel, but usually staffs prefer a relaxed, natural setting. Cost can be a serious drawback, but in relation to results, this would certainly be a valid use of department or school budget funds. Before tapping department or school funds, however, the following sources should be investigated: the board of education's professional development budget: district O.S.S.T.F. professional development funds: funds provided by the O.S.S.T.F. provincial professional development committee. No doubt each staff member will have to finance part of the cost personally, but all sources of funds should be looked into.

Once on retreat, the program may begin with a talk by a resource person (or a film or T.V. presentation) followed by group discussions on materials presented by the authority: there are many different kinds of retreat programs. Involvement is the key: involvement in the planning stages of a program means commitment to the implementation of the program and the retreat engenders involvement.

THE BRAINSTORMING SESSION

This is a small group session where up to 15 members assemble to generate as many ideas as possible about some topic. It is a short activity that is often used as an introduction to a problem-solving situation where there is an interest in considering as many alternatives as possible. In short, it is a listing of possibilities that considers quantity over quality.

SUGGESTED GROUND RULES

- CRITICISM IS RULED OUT.
  All value judgments must be withheld until later.
- "FREE WHEELING" IS WELCOMED.
  The wilder the idea, the better; it is easy to refine or delete later.
- QUANTITY IS WANTED.
  The greater the number of ideas, the more the likelihood of useful ideas.
- COMBINATION AND IMPROVEMENT ARE SOUGHT.
  In addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into still better ideas.
- RECORD IDEAS
  Make a list of the ideas that were generated.

Adapted from [illegible]

A comprehensive staff development program should benefit the whole educational situation by providing teachers with an increased understanding of the individual teacher's role in the total learning activities of the student. If the program contributes to the self-improvement of the individual teachers, the chances of the individual student being offered an educational program that is balanced, purposeful and suitable are enhanced.

Communications

A department head is in the middle of a communications' web which stretched in many directions and his sensitivity to the needs of the people within its range will have a large bearing on his effectiveness in the job.

As a member of the school hierarchy, the head answers to the principal and vice-principal (s), often dealing with matters relating to the professional qualities of his department members. While he is the confidant of his staff, he must sometimes talk freely with those higher up, especially about weak teaching, apathy, lack of co-operation, or capability. He can, of course, give strong positive recommendations to the principal regarding strength, but in all situations, the need for communication to be a continuing activity cannot be overstressed. The department head should realize that the perception of the department by other people depends, to a great extent, on the way he represents his department.

The whole area of communications is subtle and challenging. Some heads never comment, question, or interfere, until a crisis begins to loom, for example, in the case of an inept teacher whose lack of skill is causing concern among the other teachers in the department. A head who retains close contact with each member, through conversations, small meetings, and follow-up inquiries about earlier situations, will be able to avert trouble. On the other hand, a head who is wrapped up in his own personal and/or academic world, unapproachable and seemingly uninterested in the individuals with whom he works, will definitely encounter a series of negative incidents which stem from a lack of direction and concern for staff communication. Within any hierarchy, even when the program is planned collectively, there will be occasions when criticism, negative feedback, or disapproval will be indicated. A leader who has kept close contact with each person in his department will find it easy to speak frankly, knowing the personality of the teacher who has erred. In addition, a questioning approach rather than an accusatory attack will leave fewer wounds. Often, heads have too little information before challenging a teacher. It is useful to let the teacher describe the situation and to ask the kinds of questions which will draw out the underlying issues.

Awareness of the individual needs of each department member is an unattainable ideal that a head should nevertheless strive to achieve. A good starting place is the knowledge that there will be varying needs, some almost impossible to respond to, others readily fulfilled. If, for example, a teacher needs privacy, or a quiet place to work, or more resource materials, or freedom to use group methods instead of traditional ones, the head should experiment with ways of finding solutions to the problem. Again, if a shy teacher never speaks at meetings of the department, the head should use a leadership style, during the meetings, that encourages each person to comment on certain topics of discussion.

Good communications will result in a head's being consistent and trustworthy in the eyes of the members of the staff. This will lead a head to be respected, resulting in teachers who work harder and better. Warmth and diplomacy, concern and loyalty indicate to a staff that the head cares about the members **as people**. If a staff member's request is followed up with action, and if the head is accountable for the things decided and carried through, there will be confidence among the department members. This promotes a willingness to implement new ideas, procedures, curriculum, and methods.

Discretion is a very important part of communication, especially when handling criticism: of teachers about one another; of teachers about other departments; of teachers about the hierarchy; or of the hierarchy about a given teacher. If the head is open-minded, loyal, and discreet, the whole school need not know about a particular incident. The head must require that reports to the principal will also be confidential, thus giving staff members a chance to improve without having been embarrassed.

Avoidance of favouritism, of partisan loyalties, and of cliques can be another way of building communications' strength in a department. When the head has one or two cronies who are always ''in the know'', while the rest of the department ''languishes in outer darkness'' the members of the ''out group'' will feel that important matters are being kept from them and their loyalty will lessen.

In the many situations, good communications mean that the head should comment on merit, emphasize positive contributions, or praise some particular skill. While this could be taken as favouritism, a delicate handling of such moments, and a spreading around of the kudos, may lead to a ''quiet sense of pride'' on the part of the department members who will feel comfortable about the praise and will hope to copy one another's good qualities.

In communication between the school and the supervisory officers, regional Ministry people, board personnel, and professional organizations, the head should see himself as repository of information and a contact point for people who can benefit from each other's special knowledge or skills. He should be aware of current regulations, changes in HSI, guideline suggestions, the board's particular political and financial constraints, and the requirements of supervisory officers. If a teacher feels intimidated, the head's role is one of counselling.

Encouraging co-operation within department committees and areas is an important communications' role of a head. If, for example, all General Level teachers work easily together, the head's job will be made simpler, but he must set up co-operative systems for them that everyone trusts. Whether he is personally interested in a particular scheme or not, he should accept the findings of a group of concerned department members and help them to experiment with methods of implementation and assessment. Unthinking negative responses to new ideas will cause the head to lose the confidence of his teachers and will inhibit growth.

Communication with students is slightly more subtle for a head than for other teachers, since the head will hear criticism and praise of teachers in his department and will be in a position to give or withhold support of those teachers. Generally speaking, heads and students should avoid discussion of personalities or methods, as these are unprofessional and awkward, but the head should speak quietly with any teacher whose performance has caused student comment. Much of this kind of comment will come from the guidance department or the principal and can be dealt with discreetly, but a direct remark from a student, especially one said in anger, may need special response from the head. A promise to follow up the comment with some investigation is a tactful approach: the head should be sure to keep the promise. Students are very perceptive in their evaluations of teachers.

When a head must speak to a teacher about unsuitable behaviour in the classroom or in committee work, the head should avoid any suggestion of lack of faith in the teacher. An atmosphere of good will always brings the best qualities into play.

It is possible for a head to learn communications' skills, if they are not natural to him, and to apply communications' theories to everyday situations. If he doesn't bother with this area of human relations, his effectiveness will be limited, because humans are easily hurt and their usefulness is diminished as a direct result.

People have many skills which they will share enthusiastially if they feel the person in charge is interested and empathetic. If the head feels threatened by special abilities in his staff, or if he is uninterested in ideas leading to change and development, dynamic staff members will feel frustrated. This may turn their idealism or enthusiasm more to outside interests. Obviously, a head could be too willing to follow every whim of the staff and here communications are valuable too. By carefully discussing with a staff member the new idea or project, a head can show interest, without making a commitment, until he is sure of the efficiency of the scheme. Lending strength and understanding to a strong plan, put forward by several people together, will give the head credibility. Who knows, he may also be able to take much of the credit for its ultimate success!

A number of devices have been created by communications' theorists for developing awareness on the part of leaders who would like to improve communications within their departments or who would like to tap the potential of curriculum development or other changes that may exist.

If a head wishes to raise the level of department communication, one of the first approaches is the measuring of attitude, morale, and what is often called in the jargon - ''comfort level''. A number of diagnostic outlines exist, but the simplest ones involve a few statements with which the teachers in a department may, anonymously, agree or disagree. These can provide the head with a picture of the state of the communications in the school. If the results indicate a great deal of unhappiness, the head should initiate new lines of communication. An example of such a diagnostic outline follows:

	always	usually	sometimes	never
1. I think I am accepted here.	____	____	____	____
2. There are pleasant, helpful people with whom to talk things over.	____	____	____	____
3. I have confidence in most of my supervisors and colleagues.	____	____	____	____
4. I feel I am trusted and respected in my teaching.	____	____	____	____
5. I feel I am respected as a member of committees.	____	____	____	____
6. I trust the others in the department as teachers.	____	____	____	____
7. I trust the others in the department in the committee work.	____	____	____	____
8. I trust the others in the department with confidential matters.	____	____	____	____
9. I do my job well and receive respect for my abilities.	____	____	____	____
10. My input into school decisions is sought and used.	____	____	____	____

When a large proportion of the department indicates difficulties with relationships, creative leadership is needed to improve communications. The head can initiate stronger communications' ties among the various individuals and groups in the department by setting up planning teams and holding the kinds of meetings which cause people to exchange ideas.

If the head is not sufficiently aware of what the department's needs are, in a series of questions he may analyze his own role as communicator, discovering whether he fails his department in this area. A head who may be superior as a scholar, teacher, office manager, disciplinarian, and organizer of department facilities, may be very poor at interpersonal skills and may infuriate, intimidate, or alienate his department members. Department heads who feel they would like to improve their own interpersonal skills may find questions such as these to be useful:

- When I listen, am I unreceptive; thinking about my answer; wishing the person would stop speaking; watching the person's mannerism; remembering the last confrontation; interested in the idea; very concerned to follow it up; bored; unhelpful?
- When someone gives valid criticism of my behaviour as a teacher, head, or person, do I become resentful; think of a response that criticizes the other person; laugh if off; defensively explain; blame it on misunderstanding; think about it; thank the critic for caring enough to mention it; look for an excuse for my behaviour; try to understand it myself and change; watch for a way to get back at the critic; find a colleague who will support me against the critic; plan to give the critic a "punishing" timetable next year?
- When an individual or group in the department proposes changes in program, curriculum, or procedures of the department, do I reluctantly agree to think about those changes; say that the department already has a smooth-running, democratically-planned arrangement; resist the idea of a meeting to discuss; tell the group to write out proposals and give them to me (so that I may then lose them); respond willingly with a false enthusiasm and then let it lapse; react positively and set up the needed procedures for discussion; look into the idea immediately to see if it's being done elsewhere; get a headache and go home; call in the assistant head (s) and work out the feasibility; say: "what a good idea! Put it on the agenda for the next department meeting"?
- When I pass a member of my staff in the hall, do I think: there's George who hates me; there's Susan who, with luck, will move to a new school next year; there's Henry who is the finest teacher in the county in this subject; there's Helen who is supportive in meetings and department procedures; there's Janet who is the best job of hiring I ever did; there's Margie who's becoming a better teacher every day; or there's what's his name or what's her name if I don't make eye contact, maybe he/she won't try to find out why I forgot to order the books; why did I ever say I'd be a department head, anyway; why do these people bug me so much?

The department head, like most leaders, builds his team into a useful and orderly strength in the school's total activity or thoughtlessly allows the department to slide into oblivion because communication is neglected. Although time is always at a premium for a head, time for frequent self-evaluation must be found. Making a list of questions which require definite written answers can be useful:

1. The people in the department who are most helpful are:
2. They are helpful for the following reasons:
3. I feel comfortable with them because:
4. I get most satisfaction from being a head when:
5. If I could change the job in one way, it would be:
6. My department meetings would improve if:
7. The worst aspect of my leadership is:
8. My reaction to an annoying incident at school is:
9. If I can't get a solution to a problem at school, I turn to:
10. Among my department, co-operation and morale are least exemplified by:
11. My suggestions to department members usually lead to:
12. The best thing that has happened to me in the department recently is:

The answers to these questions will form a description of the head's situation. They could lead to a re-examining of his own goals and priorities, especially if he follows up on the positive and useful ones while working at solutions to the negative and destructive ones.

- **Some Communications Areas - Listening.** The first rule of communications is listening but the listening must be empathetic if it is to mean anything. If the speaker is emotionally charged to the point of anger, or if two speakers with opposite views are presenting their ideas to the head, listening becomes even more subtle. In a group situation, where ideas are presented by several people, notes should be taken to reinforce the memories of those present and to allow the head to refer accurately to problems raised during the meeting. If the head must listen to a point of view that is in complete contrast to what he believes, it is important that he hear it accurately and that he understand why the proponent holds that view.

- **Constructive Criticism.** As a form of communication, this involves several sub-groups: counselling, teaching, guiding, training, educating, and influencing, but all are most successful when they help clarify the problem, bolster the ego of the person being helped, modify behaviour in a positive way, and assist in developing new skills. The opposite approach - negative criticism - leads to defensiveness and a sense of failure for the person being criticized.

- **Maintenance.** Sometimes a teacher simply needs friendly interest and will flourish when this attention is given; although neglect on the part of a head may result from overwork and lack of time, a member of the department will still feel isolated. Such people sometimes imagine slights that are really nothing more than omissions, but the head is nevertheless partly responsible for a department member's feeling needed or neglected.

- **Advice and help.** When help seems indicated, the head should discover whether the kind of help proposed is suitable or appropriate, because resistance and resentment will result if the wrong approach is used. By letting the teacher describe his own situation - whether academic or personal - and begin to define his own needs, the head will be able to direct the teacher towards better procedures rather than seeming to criticize.

- **Trust.** Only if the department head and the teacher (s) have built up a high level of mutual trust can real communication take place. There are many levels of pseudo-communication where everyone involved seems to be in accord, but lack of results will indicate that there is no follow-through, even after a head has had an apparently constructive meeting or discussion with department personnel.

- **Non-Verbal Communication.** A head will communicate to his department in a number of unspoken ways, through position, tone, dress, manner, posture, and general appearance. When he makes an agenda or holds a meeting, things not included are sometimes as indicative as things included. Does the head, at meetings, automatically respond to certain persons first, others later? Does he always sit with his allies at meetings? Does he change the subject, make a joke or use abstract evasions when responding to ideas? Does he allow secret balloting on sticky issues? Does he expect everyone to be at the meetings and to participate? Does he expect people at department meetings to pay attention, listen, and remain involved? Does he allow some department members to intimidate or ignore others? Does he rush the agenda to get away early or move so slowly that everyone is bored? Does he care about physical comfort?

- **Verbalizing.** The agenda should be open and not "hidden". It should involve commitment and should be related to achievement goals rather than status goals, so that it leads to actual results. Discussion on the agenda should be creative, not merely conforming to the **status quo**, and should express feelings and emotions whenever they are appropriate: the "great stone face" approach conveys not strength, but coldness.

- **Expressing.** Often a point being made seems clear to the person stating it, yet it does not communicate. In many cases, persons listening really have their minds elsewhere and misunderstanding results. Everyone has an individual screening process of preconceptions, bigotries, attitudes, and wishes that prevents perfect reception, while responses may be impeded by language connotation, personal ill-feeling, and bias. In weak communication between two people, former opinions will be confirmed and no new information will pass. A good department head can begin to build assistance when there is weak communication so that the persons involved can express themselves more effectively. If the department head is himself guilty of some of these faults, members of the department may have to intercede in the cause of better relations.

- **Questioning.** As long as people are listening and attempting to understand one another, it is fair to let additional questioning take place in a meeting. If someone has been "drifting" during a discussion or consistently fails to understand, time considerations must come into play. It is not fair to penalize the whole group by re-explaining something several times. The head may speak in a one-to-one situation later to clarify the matter.

TEACHER MORALE

(A) Positive teacher morale is exemplified by teachers who:
- Look forward to going to work in the morning and are not in a hurry to leave in the evening.
- Exhibit concern for the direction in which the school and the programs are moving.
- Actively participate in school functions, committees and organization.
- Willingly perform various school tasks that are above and beyond their stated duties.
- Derive satisfaction from being members of the school, system and teaching profession.
- Are supportive of the school: its goals and philosophy.
- Are actively engaged in improving school-community relations.

(B) The head can positively influence teacher morale by:
- Praising and giving credit when it is warranted.
- Supporting the teacher in conflicts with students and parents.
- Giving special attention to the teacher's physical comfort and other related matters.
- Assuming responsibility for his own administrative actions.
- Demonstrating that he is knowledgeable about current school methods, materials, strategies, and practices.
- Encouraging the teacher's professional growth.

What the head should **not** do:
- Criticize a teacher in front of others.
- Exhibit a mistrust of teachers.
- Allow department meetings to drag on for unreasonable lengths of time.
- Show undue concern for trivial matters.
- Show favouritism among teachers.
- Be unavailable for consultation.
- Place the entire blame for classroom failure on teachers.
- Operate as if it is better to be feared than to be loved.
- Evaluate teachers on the basis of one or two short classroom visits.

Adapted from Washington and Watson.

BARRIERS TO EFFECTIVE COMMUNICATION

Poor communication is often the result of multiple factors. Some of most serious barriers to effective communication in groups are:

1. Sender has poor knowledge of subject or is inadequately prepared.
2. Sender does not believe in message or policy behind it.
3. Receiver has poor knowledge of subject or is inadequately prepared.
4. Receiver is not interested in subject.
5. Sender or receiver is temporarily preoccupied.
6. Unintentional failure of people to say what they mean.
7. Sender and receiver have very different vocabularies.
8. Cultural differences between communicators.
9. Professional differences between communicators.
10. Communicators have different assumptions.
11. Status differences between communicators.

12. One of the communictors has negative or hostile reactions to the other.
13. One of the communicators tends to be a "yes man" to the other.
14. One or both parties is unintentionally miscommunicating.
15. Outside interference or distractions.
16. Pressure of time.
17. Inadequacy of words to express difficult concepts, relationships, or situations.
18. Same words have different meanings.
19. Inadequate feedback system.
20. Sender and receiver belong in different sub-groups.
21. Differences in age between persons.

Source - MacKillican

Tomorrow, you will have to play a much more difficult piece — tomorrow, when the audience is beginning to listen for wrong notes, and you no longer have me in the wings. Then we shall see what you can really do.

Markings Dag Hammarskjold.

Curriculum

Curriculum change is a continuous activity involving the department head and his staff as well as program consultants and individuals at an administrative level. Leadership in curriculum areas is a lot easier for people who have had some training in curriculum design, but a combination of idealism and good staff support provides an effective base.

Curriculum may be defined as "whatever kids do in school", one of the current phrases used, and is essentially a plan for learning. It should also involve some strong feeling on the part of those who work with it or choose to change it. One educator recently commented that "idealism and moral commitment are essential if the curriculum is to reflect the needs of the students and community where it will be used".

Although a head may feel strongly that the department should have curriculum revision, he may find it takes a year or two to establish the climate for change. This will involve political activity upwards, (through the principal, board, co-ordinators, and consultants) as well as downwards, (through the department members, assistant head (s) and students).

The attempt to get support for change will succeed or fail for many reasons, and the person making such an attempt should expect some problems. If the scope of the enterprise is kept small -- within one department -- change of an attitudinal and behavioural kind is certain. Often, a system-wide attempt, while ambitious, will result in a complex document which immediately becomes obsolete, irrespective of the amount of time, money, and expertise involved. While care must be taken to avoid this danger, good planning has shown in the past that a family of schools or a county or borough-wide team, designing a unit in a certain subject, can develop curriculum successfully. However narrow or broad the scope, the result should be an integrated educational environment comprising units which form a continuum of cohesive parts.

For an interesting discussion of the province-wide concerns, at all levels of curriculum development, read in June, 1977 issue (no. 10) of the OCLEA paper, the article entitled **Implementing Curriculum Guidelines.**

Anyone who sets out to make changes in curriculum will find skepticism, apathy, and opposition, along with the anticipated co-operation. Clear statements, well-articulated, will have some effect on countering negativity. If a preliminary needs assessment is done, some of the opposition will fade or join the co-operative side.

Accountability both up and down is very important and involves a serious political and ego risk on the part of the innovator. Once a person in a leadership position makes a commitment to change, some threat to the department may be perceived: many people believe that they are doing a good job and that the present materials and content are just fine. The final results of the change - positive and negative - will be the responsibility of the head who embarks on a new curriculum.

Problem-Solving and Decision-Making on Curriculum Teams

- Clearly define the problem and write it down. Have an accurate recording person, not just a willing one.
- Circulate copies to everyone so that all are speaking from the same information.
- Insist that everyone speak to all topics, encourage opposing views, avoid constricting timelines, keep the agenda small enough for full discussion, hear every idea, encourage the quiet ones to state opinions.
- Try to test various ideas when they are in conflict so that the best are chosen for their effectiveness.
- Specify action to be taken, kinds of implementation to be introduced, methods of assessment to be used later.
- Delegate roles to various team members; establish an accountability and interaction structure so that all are talking with one another and all are answering to the person in charge.
- Have the widest possible range of data that is up-to-date and relevant. Copies for everyone.
- Ask people to listen and participate. Give time for reading data. Do not allow reading, talking, and listening at the same time. (As each person speaks, ALL others listen. This saves time, lends an air of mannerliness, and is less threatening to shy people).
- List ideas without discussion; then process the whole list of ideas by means of critical examination.
- Be sure the group is large enough to give broad expertise and small enough to interact usefully.
- Keep the topic of discussion clearly at the centre of things: avoid anecdotes, private conversations, drift, disgression.
- Summarize; question; get a consensus that everyone can live with even if some have reservations; make sure all aspects are covered: cost, time, relation to other factors, willingness to implement.
- Record all findings; make enough copies for all concerned; circulate for comment and more input; revise; alter; report back.

CURRICULUM APPROACHES***

Separate Subjects Approach

- single-subject oriented
- course aims are specific
- content and skills are emphasized
- does not encourage broadly-based thinking
- transmission of traditional knowledge
- body of factual, specific material
- moves from familiar to universal
- often available in clearly-defined textbook units.

Related Subjects Approach

- grouped subjects: social studies, science, communications, language arts
- traditional knowledge is transmitted
- individual student needs are less emphasized
- concepts and generalizations are encouraged
- course aims are general and broadly-based
- movement is from familiar to universal
- no single area is intensively studied

Broad Fields Approach

- cuts across many subject areas
- studies personal, social problems of student origin e.g. conflict
- certain problems are allocated to each course of study
- moves from home to community to country to world
- student ideas and problem-solving are emphasized
- does not concern itself with traditional blocks of knowledge
- teacher is a resource person

Needs and Problems Approach

- tries to answer needs of child in daily living
- maturation and student involvement are important
- traditional skills and knowledge are less important
- students help to plan what they will learn and how
- materials are often limited and dependent upon teacher skills
- teacher must be an authority on learning theory and problem-solving
- teacher is constantly in demand from individual students
- expensive resources may be impractical; textbooks rare.

***These approaches are more fully dealt with in **Curriculum Design '73** (O.S.S.T.F.)

Curricula fall into different types, based on separate subjects, related subjects, broad fields, needs or problems:

If a single department plans new curriculum, it may or may not co-ordinate with other departments; it may start with particular problems and move to solutions; it may start with aims and move to fulfillment. Several directions are possible, but the people involved should devise the direction and should help to maintain the thrust.

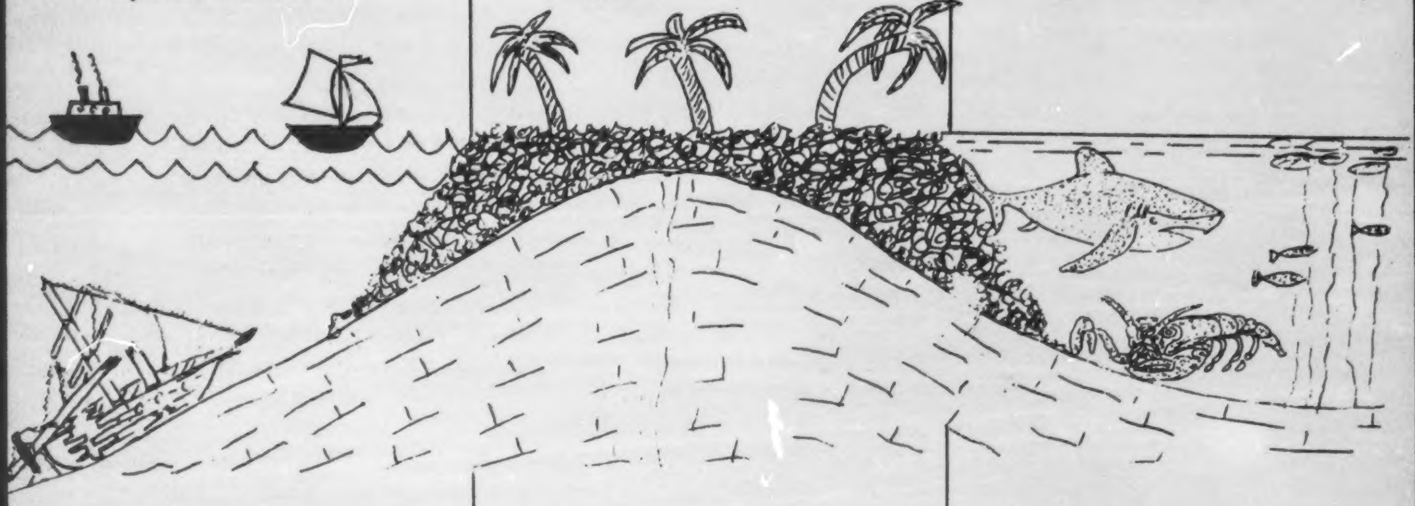
Leadership is indicated strongly: overseeing, suggesting, reinforcing, assessing, and discussing. When a leader sets out to design curriculum with a group, the people on the team will have varied attitudes, backgrounds, education, interests, expertise, and requirements. New teachers or those from other departments may be comparatively lost, while some teachers may be entrenched in traditional methods. Political constraints may emerge from the school hierarchy: promotional factors, job security, and merit concerns. Sometimes a good teacher hasn't time for change or is fed up with constant pressure for change, sometimes an inadequate teacher is so threatened as to feel that change will bring chaos.

Not only personnel but process must be selected. Will there be a set of new directions to be implemented through simple departmental visitation? Will they be in a book? Will the planning team be paid for their time, work as volunteers, have a week off here and there? Will the board help with costs and replacements? When the responsibility is divided among several planners, what procedures will be used for co-ordination? Will there be resentment from those teachers NOT on the team? Will they refuse to implement the new material because they were not involved?

Given that an enthusiastic team has been formed, (with plenty of input from other department people), to construct a new curriculum for the department, the next move is the assembling of material. This will include: curriculum specifications, an up-to-date HSI, relevant Ministry guidelines, any material already in existence from other boards and some idea of the core material, textbooks, and resources available within the school, board jurisdiction, and community.

At the initial meeting - an awareness of the problems shown in the picture of the **Great Barrier Reef** will be useful to the group: Curriculum development is inhibited by many factors which the team should discuss before starting to plan. Some of these are: traditional attitudes; time factors; budget constraints; other priorities; philosophies of education; need for security; resentment about change; lack of support in the school, principal's office, board, other departments, or the department itself.

Persons embarking on curriculum design for the first time should read **Crisis in Curriculum Leadership** by Patrick Babin, in OCLEA, May 1976



Implementors	The Great Barrier Reef	Classroom
Co-ordinators Consultants Ministry Principal Teacher Supervisory Officers	Money Ambiguity Priorities Security Philsophy of Education	Power Politics Three O'clock Track Team The Way It Used To Be

If the members of the team are cognizant of these problem factors and can find ways of dealing with them, probably they are ready to start the actual design process, itself somewhat involved: Needs assessment is a good place to begin:

Needs Assessment

Both teachers and students may participate in a needs assessment. The head may give a similar series of questions to both students and teachers or may ask very different kinds of questions of the two groups. For total confidentiality, the responses should be typed by the secretarial staff and submitted in list form.

Below are some sample questions to ask in a confidential teacher-centred, intra-department survey:

- Is there a clearly-defined program that all department members are familiar with? yes .... no ..... not sure ......
- Are the different grade levels in the department being taught in a cohesive way so that skills are introduced, reinforced, tested and used regularly? yes .... no .... sometimes ....
- Does the department program from year one to year (four or) five cover all aspects of the subject? yes .... no .... partly ....
- Do some department members seem to be "marching to a different drummer" and holding back the others from constructive change? yes .... no .... some ....
- Do the members of the department teach according to HSI, the Ministry guideline, and the goals of the school? yes .... no .... some ....
- Would you be willing to participate in the establishing of departmental goals and objectives? yes .... no ......
- Would you be willing to help write new curriculum on the basis of agreed-upon goals and objectives? yes .... no ......
- Do you have a unit or several units that you have found useful and that you would share with a curriculum writing team? yes .... no

Please answer these questions more fully (list on back if necessary):

- What are the chief strengths of this department?
- What are the chief weaknesses?
- What are the student needs?
- What are the teacher needs?

A Typical Fact Sheet Resulting From A Needs Assessment Survey:

1. The department objectives should be devised, clearly-stated and made available to every teacher.
2. A review is needed of the department's present program for teaching basic skills in the subject.
3. Several questionnaires revealed that not enough attention is being paid to language skills in the classroom methods used at present.
4. Some of the new teachers are not emphasizing verbal skills while at least two teachers do not care about spelling and technical terms.
5. Some of the teachers have not seen the more recent Ministry guideline and at least one has no interest in examining the guideline.
6. About half the teachers in the department would like a meeting to set specific goals and objectives. The rest will go along with such a project if it is initiated.
7. A third of the members of the department indicated a willingness to be part of a curriculum team if the time could be arranged.
8. All but one of the department members offered to share units of classroom material: lesson plans, strategies, tests, etc.

9. The expertise of the teachers was just ahead of the books and equipment as the strongest aspect of the department. One person was singled out by several respondents as a fine resource person.
10. Most teachers felt the lack of a clearly-defined set of goals to be a weakness.
11. Literacy and language accuracy were cited as the chief student needs.
12. The chief teacher needs were all connected with staff communication about problems.

Courageous teams begin by looking at HSI and relevant Ministry guidelines to determine the educational objectives. These, when stated, should be compared with the team's own course and unit objectives which may be devised at a meeting of the whole department or at the early meetings of the curriculum team. All decisions should be copied and circulated so that everyone has the same material in hand. This will save much argument and confusion as complexities increase.

Comparison of two sets of [illegible] GAP ANALYSIS, if the [illegible] CONGRUENCY STUDIES [illegible] between two sets of [illegible] directions. A careful [illegible] strengths and weaknesses [illegible] as well as providing an [illegible] team's own [illegible]

As the members of the group work out course and unit objectives, they should refer to all or some of:

- learning theories;
- theories of child development;
- local community attitudes to student needs;
- student questionnaires regarding their needs;
- core material from HSI and the guideline(s);
- optional material from the guideline(s);
- what the other schools and counties are doing;
- the need for both basics and frills;
- the need for a continuum from K to 13;
- the need for units which are cohesive and teachable, which lead to the next units, and which may be measured as to effectiveness.

When the objectives have been established by the planning team, they should be listed in three groups - **critical, important, desirable** so that the planned curriculum may reflect the different levels of possible achievement and the team may devise instruments to measure, later on, what is being done.

There are 14 points of agreement among learning theories about who should learn what:

1. Capacities vary according to intelligence, age and interest.
2. Motivated learners acquire knowledge more quickly: desire to learn, need for achievement, desire for reward and avoidance of punishment are possible motivations.
3. Excessive motivation is distracting - fear, pain, anxiety - and results in lowered learning rates.
4. Positive motivation is better than negative.
5. The students' own motivation will be more effective than imposed motivation.
6. A backlog of success will permit a student to experience some failure without damage to his emotional balance.
7. Students need to set realistic goals for themselves, neither too high nor too low, which will lead to some success.
8. An individual student's background may hamper or enhance his ability to learn from a given teacher.
9. Active participation is preferable to passive absorption when a person is learning.
10. Meaningful materials and tasks are learned more readily than those thought irrelevant or nonsensical by the learner.
11. If skills must be learned, there is no substitute for repetitive practice: memorization and/or drill.
12. A student responds positively to the knowledge that his performance is good or that he has made mistakes which can be avoided the next time.
13. In cases of failure to perform tasks, a student may be directed to new tasks in which he can apply known principles rather than staying with continuous failure.
14. Spacing of tests or recall devices is useful if material is to be retained for a long period.

AN EXAMPLE OF CURRICULUM [illegible] unit of study for [illegible]

- The students show [illegible] society, they [illegible] power [illegible].
- The curriculum team [illegible] power is a rich enough theme for the [illegible] at this time. Brainstorming with the students [illegible] a broad range of ideas. Brainstorming [illegible] ideas recorded.
- Activity web is drawn on the basis of curriculum team brainstorming with the student list to begin.
- Learning experiences are devised: (see list) sensitivity situations; e.g. visits from policewoman and lawyer; magazine advertisements containing power appeal; male and female role playing; power in schools; drugs; power in society; mock trial; power of speech; power through communication; power through understanding.
- Evaluation: observation of the situation; use of emotion and feeling to understand the value of the situation; do the students begin to reflect?

- Result A: students were involved and were using the classroom to understand and relate more effectively to their world (s).
- Result B: students indicated the unit was valuable; students were actively involved in discussion; understanding of each other's ideas occurred; students learned new facts about: court, law, police; students saw power from the perspectives of others in society.
- Guidelines for curriculum development learned from the exercise: keep the topic open; develop ideas creatively; try to make the material relevant to the students' lives; concentrate on areas in which the student relates to his society through the issues in the unit; begin with a theme that is student-related; encourage the students to discover the world through the curriculum unit; do not predetermine any point to be learned, but allow the curriculum to develop out of the perceived needs as they emerge in brainstorming and discussion; introduce the topic so that the student has the joy of discovery; be the prompter, not the star of the show; evaluate subjectively; be the judge but continually re-examine the students' perceptions through their own comments and reports; be at the heart of curriculum planning.

adapted from [illegible]

Student will perform at different levels, from simple to complex:

Level A imitating, duplicating, repeating
Level B recognizing, identifying, remembering, recalling, classifying
Level C comparing, relating, discriminating, reformulating, illustrating
Level D explaining, justifying, predicting, estimating, making critical judgments, interpreting, drawing inferences
Level E creating, discovering, reorganizing, formulating new hypotheses, new questions and problems.

Adapted from Bradfield and Moredock

PERFORMANCE CRITERIA

- Student activity must be observable: e.g. awareness; student begins reading newspapers.
- Anticipated behavioural change must be [illegible]: e.g. independence and decision-making; student reaches own decision in discussion.
- A standard of success must be established: e.g. student sets and [illegible] own goals; student achieves mastery level in objective test.
- Expected behaviour will be possible (or probable) to achieve: e.g. interest in history; student begins a private collection.
- The student must be given real alternative choices: e.g. involvement or non-involvement; student organizes trip to art gallery.
- The teacher must direct rather than control the student's response: e.g. interest in drama; the student buys Stratford tickets on his own.
- Success of the program should relate to behaviour more than to grades: e.g. interest factor e.g. the student willingly does extra work.
- Spillover factor into other classes of lifestyle: e.g. motivation; the student sees potential for development in many areas.

Evaluation instruments should be part of the process of curriculum design as early as possible. When evaluation and assessment go hand-in-hand with design, there is optimum chance of implementing smoothly and revising readily, both of which are essential stages of good curriculum.

As soon as objectives are clear, writing can take place with the tasks divided according to different areas of interest and expertise. Suggested classroom learning strategies should be applied to different units, along with resource materials, clearly stated aims, and assessment procedures for the individual teacher who will undertake the teaching of the new unit. Measurement of student achievement must accompany measurement of the unit's value so that revisions of the unit may be made along the way.

Teacher feedback from the classroom is invaluable in pre-correcting or validating a curriculum plan in its early stages. When curriculum designers stress pre-testing, they are warning against what has happened often in the past: imposed innovative curriculum has been ignored by the classroom teacher because the bugs have not been removed before implementation.

When the curriculum unit is complete, the difficult part begins: selling the program to the individual teacher. Here, it will be obvious, the higher has been the level of participation taking place in the designing, the higher will be the level of enthusiasm to introduce, implement, re-inforce, revise, and provide feedback.

While some teachers will use the new curriculum plan immediately, others may want to devise their own lesson plans from it and some may develop student workbooks, with appropriate variations. Some in-service approaches may be useful here: intervisitation among teachers; class/teacher descriptions of class procedures; questionnaires; diffusion methods in which some teachers discuss the new material with others, individually or in groups; implementation lectures, given by the team, demonstrating approaches and classroom strategies. In these stages, the material should reach the people who are both **for** and **against** the new curriculum, all of whose opinions are needed at the revision stage.

Since revision must include evaluation and assessment, the instruments for measuring, which should have been devised along with the new curriculum, can be introduced immediately. Testing of student knowledge both before and after the use of a new unit is very helpful. Questionnaires to all persons using the material will help the participation level to rise: curriculum design enthusiasts say it is axiomatic that implementation of new curriculum will succeed in direct ratio to the number of persons involved in its design and validation.

SOME CLASSROOM LEARNING STRATEGIES

- group discussion
- role playing
- debate
- problem-solving
- laboratory
- socratic
- community resource
- seminar
- case studies
- simulation
- individual projects
- group sessions
- workshops
- lecture
- visiting expert
- audio-visual
- research
- questionnaire
- objective testing
- learning examination
- brainstorming
- essay writing
- creative composition
- buddy system on problems

For a chart showing how these relate to learning theory, see Curriculum Design, '73, page 41.

GUIDELINES FOR FEEDBACK

- Ask the teacher to:
  - Describe what happens rather than evaluate or judge.
  - Be specific and detailed, giving examples.
  - Avoid generalities and exaggerations.
  - Consider what would be useful to the head who requests the feedback.
  - Describe behaviour that the head will be able to act upon.
- Solicit rather than impose feedback.
- Time the feedback procedure to coincide with implementation of the new material so that a full picture will result.
- Check and verify it, preferably with the feedback received from other teachers and question the teacher about uncertain or dubious feedback.

CURRICULUM CHECKLIST

CURRICULUM CHECKLIST

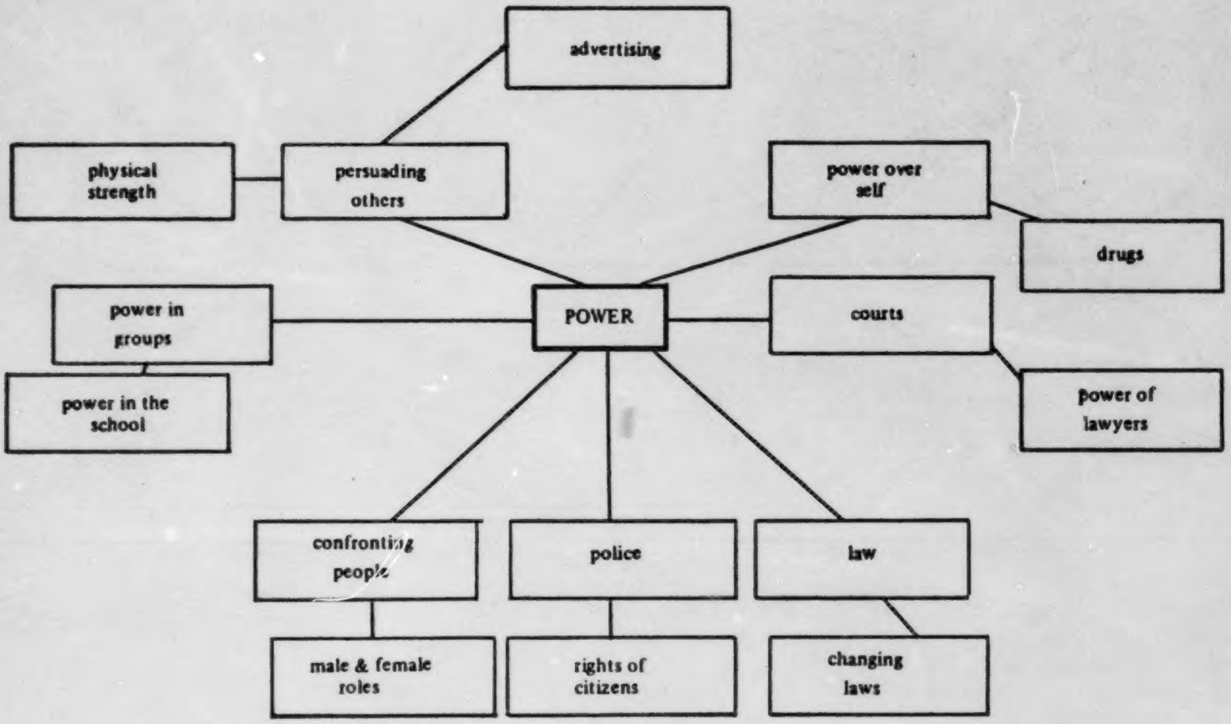
When the team has completed the curriculum, all or most of the following items should have been covered:

- contents or index
- aims, goals, objectives
- philosophy or rationale
- description of the student body
- description of student needs
- description of department potential
- time available
- performance criteria
- pre-testing scheme
- subject matter
- classroom strategies
- methodologies
- evaluation
- remedial units
- revising technique
- further evaluation
- grading procedures
- resources
- staff status and in-service potential
- budget
- long-range evaluation
- on-going program revision

Adapted from Pratt

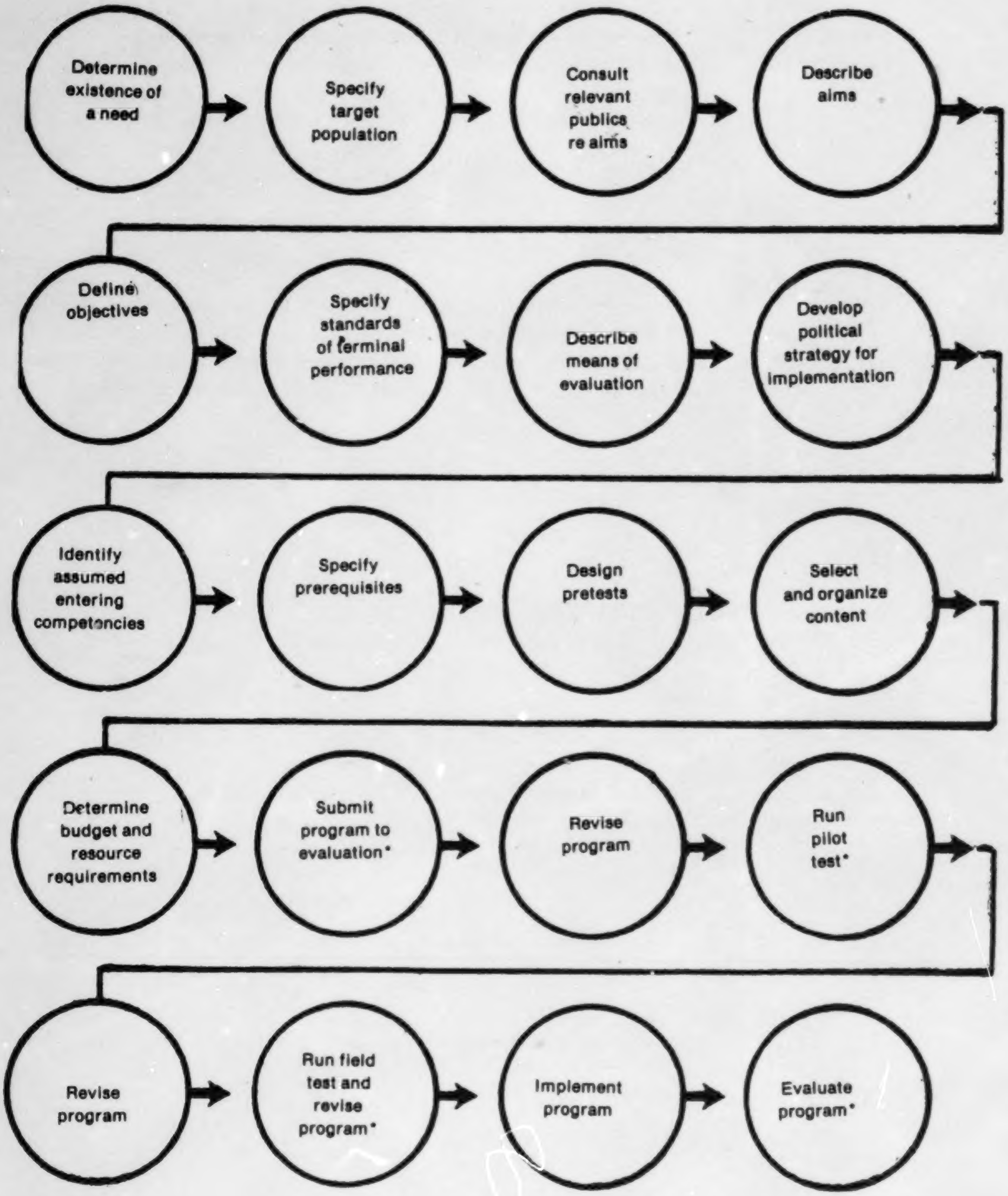
An evaluation of the curriculum:

- may be used before, during and after unit is complete, to measure comprehension, retention, progress, and effectiveness.
- should take into account a hierarchy of objectives: knowledge, comprehension, application, analysis, synthesis, evaluation.
- may be objective - subjective - short answer - essay type - oral - written - open book, etc.
- may be compared with results from previous curriculum.
- should be open-minded.
- should conform to the objectives of the unit.
- should limit the questions to those which measure specific skills or concepts.
- should report the results so that other teachers planning to use the unit may benefit from findings.
- should list the advantages and disadvantages in a feedback proposal so that the curriculum may be revised accordingly.


advertising
physical strength
persuading others
power over self
drugs
power in groups
POWER
courts
power in the school
power of lawyers
confronting people
police
law
male & female roles
rights of citizens
changing laws

The activity web developed on the theme of power. (Holt and Krall).

MODEL OF A CURRICULUM DEVELOPMENT SYSTEM


Determine existence of a need
Specify target population
Consult relevant publics re aims
Describe aims
Define objectives
Specify standards of terminal performance
Describe means of evaluation
Develop political strategy for implementation
Identify assumed entering competencies
Specify prerequisites
Design pretests
Select and organize content
Determine budget and resource requirements
Submit program to evaluation*
Revise program
Run pilot test*
Revise program
Run field test and revise program*
Implement program
Evaluate program*

* These phases feed back into all previous phases of the system

Source unknown

Evaluation

The principle of evaluation is familiar to all associated with the educational system. It is evaluation of the student, however, which normally comes to mind rather than other types of evaluation. This particular booklet is concerned more with evaluation of teachers (from classroom teacher to principal) and their methods of teaching, the curricula of schools, and school philosophy and policies. The evaluation of students and content is covered later in this section.

Evaluation of Teachers

Teaching (and, by implication, learning) is a purposeful and very conscious process. Occasionally, teaching ''just happens''; normally, however, it is a process which is deliberately contrived, so that the more both the teacher and those whom he is trying to help know and understand what he is doing, and what the essential aspects of that teaching process are, the better the teaching and thus the learning are likely to be.

Common sense dictates that evaluation is inseparable from teaching. Anyone connected with teaching must evaluate, but not everyone evaluates well. The distinction between good and poor evaluation seems to revolve around the concepts of discrimination and validity. When one is evaluating another member of the teaching staff, the need to make the evaluation both discriminating and valid is essential. Decisions must be made about what is important, what is useful and positive, what is negative or detracting, what it is that makes a teacher a dependable, positive force within the school system. Merely evaluating instruction is not enough. Yet, obviously, improving a teacher's performance with students has to be a positive step toward a better school system.

Unfortunately, evaluating a teacher's performance is often seen as a personal attack, and the teacher may react with resentment. This may lead to downright rejection of the evaluator's suggestions or to mere lip-service compliance with no real behavioural change. Often, there may be relief on the part of the teacher, who will accept the evaluator's suggestion or directions without question. This latter reaction helps the teacher to abdicate personal responsibility.

The major factor that determines a teacher's reaction or response to evaluation is the relationship between the teacher and the evaluator. If the quality of the relationship is negative, the reaction will most probably be negative; if the quality is positive, then the reaction will be more productive. There must be trust and understanding in the relationship. This is ironic because evaluation of teachers by department heads (or whomever) may inhibit the growth of relationships.

One technique for helping improve the performance of the classroom teacher is the non-directive supervisory discussion. This is a situation where the old judgmental attitude is removed and the evaluator concentrates upon making himself a touchstone by which the teacher rethinks and reshapes his attitudes and behaviours. At this stage, then, the department head is a resource person rather than a judge. The following might be used to implement the process:

Stage 1	Clarification of original lesson plan. (objectives; methods; cognitive, affective, psychomotor domain and so on.)
Stage 2	Description of actual outcome. (Differences between planned outcome. Departures from original intentions - how, why?)
Stage 3	Objective analysis of lesson (types of interaction, behaviour, statements?)
Stage 3A	Reinforce recognition of behaviour, interaction by viewing or listening to recording of lesson.
Stage 4	**Teacher** evaluation of lesson (in terms of the achievement of his intentions)
Stage 5	If changes needed, what changes and why? (intentions, behaviour, attitudes)

This type of discussion between teacher and head should be one of continual interaction, and it can be seen that stage 5 leads directly into planning for the next lesson. Thus, stage 5 may well serve for a pre-discussion for the next evaluation session. In all five stages, the head may have to promote critical comment and self-evaluation by the teacher through carefully chosen questions (for example, in stage 3, he may pose the question, "How does this type of behaviour fit in with your original intention"). The key here is trust and co-operation. It will be noticed that judgment is kept to a minimum. The mutual effort put forth by both the department head and the teacher promotes co-operation and trust. There is no longer the feeling of confrontation and judgment.

A common method of evaluation is by visitation. Internal visitation is the more usual, but external visitation is equally worthwhile although more time-consuming. Because of pressure of work load, all concerned may take a negative view of this system of evaluation (and professional development). If such be the case, a plea should be made to employ a timetabling procedure that will give teachers more freedom to move around within the school in order to see other teachers at work. By evaluating another teacher, the visitor becomes aware of alternate approaches to be fulfilled. The visiting teacher very often initiates the questioning of his own methods and attitudes himself, rather than having the question applied from outside. With this growing self-realization, a behavioural change is more likely to occur. Discussion should always follow intervisitation; and comments and suggestions from a peer may be more readily accepted than from a supervisor.

Team teaching, although not a common practice in schools in Ontario, allows for good interaction, evaluation and follow-up procedures. Again, the teacher is more likely to accept suggestions from his immediate peers than from a member of the administration. (This negative attitude towards administration forms especially when the teacher realizes that his superior may not be well acquainted with the field of study).

Obviously then, evaluation not only entails the collection and analysis of information, but also implies the making of decisions after completion of each stage of evaluation. Obviously a teacher should not continue to teach in the same manner as before when the course objective and intentions are not being fulfilled. There is no justification for the expenditure of time and resources on evaluation if the data collected will not result in action. Evaluation is decision-oriented. On the other hand, decisions which are made need good communication in order to gain a commitment from the people who will be most affected.

The ultimate purpose of effective teacher evaluation is the growth and development of the teacher and ultimately the students. Consequently, evaluation should pivot around one major concern: How can teaching effectiveness be improved?

There may indeed be schools where the criteria of evaluation still revolve around how the teacher stands in class, the level of the window blinds in the room, the neatness of the writing on the blackboard, and the quiet that exists when the teacher is addressing the pupils. This type of evaluation may tell the evaluator nothing about the effectiveness of the classroom teacher. It is clear that another method of determining teacher effectiveness must be used. The teacher's contribution to the staff, manner of relating to the students outside the class, participation in school programs, and the reaction of the students to being in (or having experienced) his class will provide information to determine whether or not the influence is positive.

Nevertheless, the teacher is evaluated within the classroom environment and one should bear in mind the following recommendations which help the head evaluate in a constructive manner.

- **Chose the right moment.**
  Anxiety can be sensed at the classroom door; inquire about a convenient time for visitation and explain the purpose of the visit.

- **Emphathize.**
  There is no conceivable way to observe a class without being noticed, so consider the fact that this is not the usual learning situation in this class.
- **Some statement should be made to the teacher on departure.**
  This is a matter of courtesy - anything less than even a simple "thank you" would be most impolite. A quiet mention of positive aspects will reduce anxiety that may exist between the visit and more comprehensive discussion later on.
- **Immediacy of feedback is extremely important.**
  The more immediate the feedback is, the fresher the recollection by both parties. If a lengthy delay ensues, any problems can be forgotten or seem to lose importance. If a serious problem exists, the teacher should have guidance and help immediately, not two or three weeks later.
- **Follow-up discussion.**
  Adequate time should be set aside for this. A relaxed discussion on matters of common interest (the curriculum, the students, the school) should evolve. Avoid a monologue of written observations of the class. Reflect, together, on the objectives and the achievements of the lesson and consider alternative approaches which may prove helpful.
- **Limit the focus.**
  Do not attempt to list and deal with innumerable items in a single session. This will be overwhelming and very unsatisfying for the teacher. Select key items and the teacher may be able to leave the discussion with one or two concrete ideas which should help him ameliorate any weak areas in his teaching.
- **Help.**
  The evaluator should be prepared to share ideas from his experiences to help the teacher overcome any weaknesses. Provide sources of help so that the teacher is not left to face the problems alone.
- **Praise the positive elements.**
  What a teacher does well needs to be reinforced. A teacher who feels that he is being appreciated is much more likely to do well in the classroom.
- **The observation should be one of a series.**
  Observations, evaluations and subsequent discussions and changes become more naturally when they are part of an ongoing process.

Again, it is emphasized that the key element is frankness and honesty in the relationship. If weakness exists, discuss ways of remedying the situation: don't be tempted to live with the situation which will only lead to frustration and tension within the team.

A co-operative process in evaluation is emphasized. The co-operative nature of the discussion is of vital importance in that there can be a thrust towards self-evaluation on the part of the teacher and also the discussion allows a complete inquiry into the situation from two different viewpoints. For example, if the teacher is "externally evaluated" to have a weak rapport with his students, is this situation due to the attitudes and so on of the teacher, or is it because this particular teacher is so enmeshed in extra-classroom disciplinary functions that students see him more as an authority figure than as a teacher? Following up this question may shed much light on the teacher's total performance.

There are many self-evaluation kits and questionnaires available to teachers. These may prove useful in that they encourage the individual to look closely at attitudes, methods, and overall effectiveness. In addition, the teacher is evaluated by those colleagues who are in a position to judge his competency. This is necessary because, unto himself, the teacher may possess a private perception of competence, which may be obscured because he has no external frame of reference. By participating in a more co-operative type of evaluation both his self-image and exterior-to-self image are blended into a composite picture. In an open discussion, the areas of strengths and weaknesses are identified, and both the teacher and his external evaluators become involved in bolstering strengths and identifying and eventually eliminating weaknesses.

WHAT IS A GOOD TEACHER?

- The attitude of the teacher in the classroom is positive. The teacher attitude and the way the teacher relates to the student form the basis for the learning attitude of the student.
- The teacher is prepared to meet the student on the latter's own terms, and to start the learning experiences where the student **is**, not where he **ought** to be.
- The teacher sets realistic goals which allow him to have high expectations.
- The teacher re-inforces the student's movement toward the acquisition of established goals and objectives. He provides cognitive necessities, such as study skills, instruction, and directions, based on individual needs.
- The teachers concerns for and interest in the student are perceived by the student.
- The teacher understands the backgrounds of the students assigned to his classroom.
- The teacher motivates and causes each student to believe in his own worth.
- The teacher attempts to diagnose reasons for student weaknesses rather than making defensive excuses.
- The teacher refuses to utilize fancy labels, jargon, or clichés in assessing his own teaching. Instead, he judges his effectiveness by the learning progress of his students.

Evaluation of Students

One function of the department head is to establish a common department philosophy regarding student evaluation. The topic is a broad one, but some fundamental issues should be resolved to avoid charges of inconsistency among department members. The involvement of the staff in the establishment of examination policy, grading practices and other performance criteria should produce a consensus position regarding evaluation in general.

Purposes of Evaluation

- To asist in the guidance of students: to help them make choices.
- To motivate students.
- To assess student needs (diagnostic).
- To assess student achievement.
- To provide reports on student progress for parents, employers or higher educational institutions.
- To provide feedback to the teacher on the effectiveness of the instructional program.

Evaluation is an integral part of the curriculum and should be highly organized. At the beginning of a course, teachers should outline course goals to students and also describe the types, frequency and relative importance of all forms of evaluation.

To be effective, evaluation must give early feedback to the student, and the feedback should be of a prescriptive nature. The student should not only know what was right and what was wrong, but should also be told why he went wrong and how he might be able to eliminate any weaknesses. (Analysis of incorrect responses can be very enlightening for the teacher. This technique characterizes much of Jean Piaget's work in educational psychology).

Characteristics of Effective Evaluation Instruments

- Validity. A **valid** test measures precisely what it is supposed to measure. For example, if the purpose of a test is to measure levels of comprehension in a language, it should not become a test of spelling. If a teacher deducts marks for incorrect spelling on this test, student A, who excels at spelling, but is weak in comprehension, might receive a higher mark on the test that student B, who spells poorly but comprehends more than student A. The results in these two cases are not valid when the purpose of the test is considered.
- Reliability. A **reliable** test is consistent in its evaluation. For example, the results would be independent of examiner's bias, student guessing, or other variables. (The results would be the same if marked by the same examiner on a different day, or by a different examiner on the same day.)
- Practicality. A **practical** or **usable** test is assigned and completed with the minimum expenditure of time and energy in administering, interpreting, and marking.
- Comparability. A **comparable** test yields results that are similar to results obtained from sufficient numbers of students of common age and training. For example, a test or series of tests administered to a typical sampling of students should not yield results which are significantly different from results obtained by the rest of the students in the larger group.

Types of Tests

Essay Tests

Claimed Advantages

- Students are forced to come up with their own answers instead of merely recognizing correct answers
- Students are allowed to organize their knowledge.
- Students are allowed to make comparisons, criticisms and interpretations.

Ascribed Disadvantages

- Reliability may be low because of limited sampling (only a few questions can be set).
- Objectivity is lacking unless a detailed marking key is made.
- Essays produce a great marking burden for teachers.

OBJECTIVE TESTS

Claimed Advantages

- They permit high reliability, and greater validity.
- A large number of questions can be asked.
- They are easily marked.
- They may be standardized readily.

Ascribed Disadvantages

- They tend to be too factual.
- They may be too piecemeal.
- They do not give good students a chance to organize their knowledge and develop their techniques of expression.
- They allow some guessing.

The Question of Standards

A most virulent strain in recent educational criticism has been that the current crop of secondary school graduates is not on a par with previous graduates of the ''good old days''. This criticism is manifest in the ''Back to the Basics'' movement.

Many critics fail to recognize the different composition of the secondary school student body of today, compared to that of past generations. Contemporary emphasis on compulsory education until age sixteen and the equalizing of educational opportunities have led to a broadening of the range of student abilities in the schools. Universities and Colleges of Applied Arts and Technology are now accepting many students, who, because of academic weaknesses, formerly would have ended their school days in the middle grades of the secondary school. Since these students are now staying in secondary schools until graduation, their needs must be considered.

Ontario has experienced a widespread program of large-group testing in the old Grade 13 province-wide examinations, abolished in 1967. These examinations were of value to post-secondary educational institutions because they set basic prerequisites for university entrance, but they had a number of adverse effects on the educational program of the secondary school, the major one being that the examination became the curriculum, an end instead of a means. **The Secondary - Post-Secondary Interface Study,** released in 1977, makes the point that success in University is being predicted as well by Grade 13 marks given by individual schools as it was by marks resulting from province-wide examinations.

In essence then, what are standards? What do the critics mean when they charge that educational ''standards'' are falling rapidly and schools are failing to educate children? The word ''standards'' can have many meanings, depending on point of view - student, teacher, principal, parent, employer.

Basically, in reference to student achievement, standards are of three types.

- student performance related to group performance (norm-referenced standards).
- performance requirements of a specific area of study (criterion-referenced standards).
- performance related to individual student capability (self-referenced standards).

Therefore, the question as to how well a student has performed may be answered in three ways, depending on the standard being used. On any test or other type of evaluation, an individual may be rated ''very good'', relative to the results of the rest of the group, ''acceptable'', according to the criteria of the program, but ''poor'', in relation to his actual ability.

The classroom teacher should use all three of these standards to come up with one final evaluative mark, not an easy task. It is small wonder that many teachers in crowded classroom situations will concentrate on norm-referenced or criterion-referenced standards, to the detriment of the individual student's growth and development.

Characteristics of an Effective Evaluator

The effective evaluator:

- understands and utilizes and concepts of norm-referenced, criterion-referenced and self-referenced standards in evaluating students.
- believes in the individual differences of students.
- uses various types of evaluation to measure student achievement.
- has a comprehensive knowledge of both the typical and atypical behaviours of the particular age group being evaluated.
- is able to organize observations and build them into a comprehensive evaluation program.
- interprets the results of evaluation carefully and uses the results gained in a constructive manner.
- incorporates evaluation procedures into the learning program so that students are able to understand that evaluation is necessary, is an on-going procedure, and is a valuable aspect of the program.

What meaning does all this hold for the department head? He can make sure that teachers are familiar with the three types of standards, and perhaps accentuate the importance of self-referenced standards in an effort to individualize instruction. The head can also help the department by co-ordinating the criterion-referenced standards to be used; that is, making sure that teachers agree on the content, instructional methods, and evaluating practices used in the department. By setting clear department guidelines regarding criteria to be used in student evaluation, the department head builds consistency into the evaluating practices of the department and this will help to counter-act innuendoes about the system.

The accusation of declining standards seems to be a constant criticism faced by educators in all eras. In a recent Ontario School Trustees' Council News Bulletin, Dr. John Wherry, Executive Director of the United States National School Public Relations Association states, ''When we are concerned about the number of high school graduates who can't read today, we often forget how many functionally illiterate 60 year-olds we also have, and today's schools aren't responsible for them. They are products of the good old days.''

It requires a very unusual mind to make an analysis of the obvious.
A. N. Whitehead.

Things are easier said than done, unless you are a stutterer.
R. Lewton

A pat on the back is only a few vertebrae removed from a kick in the pants, but is miles ahead in results.
V. Wilcox

Deliberating is not delaying.
Ecclesiastics

Let no man presume to give advice to others that he has not first given counsel to himself.
Seneca

Nitties and Gritties

Area Subject Head Committees

A department that operates within a vacuum is not giving its best to the students. In most educational jurisdictions within the province of Ontario, there are subject councils or heads' committees. The logical representative of the department on these committees is the department head or assistant head. These meetings can serve a very positive purpose, by specifying the professional needs and problems of area teachers, by setting up workshops, and by making use of consultants, master teachers, and other resource personnel in order to stimulate and encourage as many teachers as possible. Even without the workshops, an interchange of ideas, information, and materials is useful.

The Assistant Head

The job of assistant department head in a secondary school can be a very thankless, unrewarding task, or it can be a challenging, dynamic position of leadership. The largest factor in determining how rewarding the assistant head's job will be is the attitude of the department head.

The basic rule about department operation usually is that the assistant head does what the department head tells him to do. Some department heads regard their assistants as mere functionaries whose prime value lies in releasing the head from the mundane tasks of textbook inventory, supervising the department's audio-visual equipment, checking examination copy, keeping the minutes of department meetings, and other such duties. Such an attitude represents a missed opportunity for the department head. Here is a person who can really share the load of department supervision and whose skills can be developed to contribute to the leadership of the department.

The department head would do well to regard his assistant head as a "head-in-training". The assistant should be given meaningful tasks within the department, such as directly supervising certain sections of the curriculum, preparing a list of priority items to be purchased, being involved in teacher evaluation, and representing the head (and the department) at certain meetings where he can play an active role.

A job description for the assistant head, co-operatively drawn up by the head and assistant, will set down in concrete form the duties of the position. In some cases, the department head may wish to ask for input from department members. This job description will serve as a useful reference point in any evaluation of the assistant head. The other members of the department should be apprised of the duties and responsibilities of the assistant head and of his role in the leadership of the department.

An assistant head who is actively involved in the administration of the department is in a good position to offer advice to the head, to assume leadership of the department in the absence of the head, and to assume a department headship in the future.

Budgets

Never ask of moneys spent
Where the spender thinks it went.
Nobody was ever meant
To remember or invent
What he did with every cent.

(Robert Frost)

This responsibility is familiar to all department heads. With general decreases in the amounts of money available, the annual preparation of a budget for a department may take on nightmarish qualities.

The establishment of priorities of needs within the department is critical. Normally, the local board of education, together with the principal, establishes a budget based on the school's particular needs. The principal then allocates specific amounts to designated areas and departments within his school. In order to prepare a valid budget proposal, the head should receive from the department teachers a list of items required for the next academic year. (Depending on school procedures, this list might include necessary repairs to equipment and furnishings as well as texts, supplies and resource materials). When these lists have been collected and analyzed, it may be necessary to reduce requested expenditures before submitting the budget proposal to the principal. The head should explain the situation to the teachers so that any omissions or cutbacks are fully understood by those most affected. This should take place in a department meeting and any necessary adjustments should be agreeable to the group.

When the budget has been approved, requisition forms are normally completed and orders sent. Before approving payment, the head should examine carefully any goods received.

One possible method of establishing priorities is to designate all items with an A or B. In case of cutbacks, B items would be cut first. Another method is to rank priorities from 1 to 25: if cutbacks become necessary, number 25 would go first, then 24, and so on.

Communication with Feeder Schools

Most effective communications between a secondary school and its feeder schools occur at the department level. In addition to developing rapport with the personnel of the feeder schools, effective communication provides the department head with vital information about the programs in the feeder schools which have been experienced by students graduating to the secondary school. This is especially important in light of the Ministry of Education Intermediate Guidelines, which describe the program from grades seven to ten. Ineffective communication between secondary and feeder schools will likely lead to duplication and omissions in the intermediate curriculum.

Most secondary schools have more and better facilities than the feeder elementary schools. Any sharing of these facilities with the elementary schools does much to build an atmosphere of teamwork between the two panels. Since the secondary school controls the facilities, it would be appropriate for the department head to initiate contact with his elementary school counterparts to offer the use of the secondary school facilities.

Communications With Other Departments In The School

A bothersome problem which sometimes arises in the secondary school is duplication of teaching. Unless there is some method of coordinating programs within the school, this duplication is almost inevitable in areas where curriculum topics overlap. For instance, family life education may be taught by both the Physical Education and Family Studies departments. It may even be discussed in the Man in Society course. Some overlap between courses may be unavoidable and even desired but **too** much duplication of the same content is inefficient and causes loss of student interest.

A committee of department heads might be formed to oversee all courses in the school to make sure that there is no unnecessary duplication. The goals and objectives of each school course, along with each course of study, should be submitted to this group.

Another related function of this committee might be to act as a screening process for new courses to be offered in the school. In the face of declining enrolments, the proliferation of courses leads to a loss of flexibility in the school timetable. The screening committee, **working with clearly defined criteria**, would determine the need for proposed new courses and the feasibility of incorporating the new courses in the school program. The committee could then make recommendations to the administration about the acceptance, refinement, or non-acceptance of the new course(s).

Evaluation of Textbooks

All teachers should have an available copy of approved texts in Circular 14. Examination of all the approved texts will mean that the best books for a particular situation will be recommended. Again, as many teachers as possible should be encouraged to evaluate texts. Present texts may begood,but updating can always take place. It is also useful to have a responsible and knowledgeable student evaluate a new text. The head should always be aware that acquiring a class set of texts is a costly expenditure and so he should be doubly cautious not to purchase on the ''spur of the moment'' or because of the momentary whim of an overly enthusiastic teacher.

The following check list may help in evaluating a new text:

- Publication date (author, publisher, year, source)
- Mechanical elements (binding, size, cover, type face)
- Organization (approach and format)
- Presentation (style, vocabulary, tone)
- Content (fact, opinion, relevance, accuracy)
- Illustrations (number, kinds, quality)
- Exercises, questions (arrangement, adequacy, challenge)
- References, bibliography, index (detail, pertinence)
- Cost and availability (discounts, delivery)
- Approval (Circular 14, school board)

Most subjects at universities are taught for no other purpose than they may be retaught when the students become teachers.
G. C. Lichtenberg

Examinations - Preparation and Supervision

The head of a department should be careful to assign the preparation of examinations as equitably as possible among the teachers within the department. Areas of emphasis, range of material, general examination format, length of time required, and such other relevant matters should be decided upon. After due discussion, the individual teacher sets the examination and submits it, accompanied by a marking scheme, to the head of the department for approval. The head of a department should offer advice and help to new or inexperienced teachers in order to prevent unnecessary ambiguities or unfair weighting in the marking schemes.

All examinations should be filed and annotated according to the various criteria of testing (length, validity, reliability ...). Filing of examinations provides a useful resource tool, especially for newer members of the department.

Actual administration of examinations has been covered at great length in other O.S.S.T.F. booklets. Most school administrations will clarify beforehand specific duties and problem areas.

Inventory and Filing

In any department which has a large numbers of books, several kinds of resource materials, dittoes, duplicated materials, staff professional development information, and student records, it is essential that these be readily available to all members of the department.

Often, when teachers are planning lessons or needing information, the department material is unavailable because it has not been organized into units which can be easily referred to or borrowed. This is especially true when many members of a department have produced outlines, dittoed units of work, and master plans, but no one has filed them by subject, topic, year, or phase. After a teacher has taught a lesson, the discovery that another teacher's material would have been helpful, but was lost in the shuffle, is very disconcerting. In addition, a sharing of materials prevents duplication of effort and waste of department resources, while encouraging people to learn from each other's methods and approaches.

Inventories of equipment and supplies are absolutely necessary for ordering correct amounts of supplies. The process of taking inventory is onerous and the task should therefore be divided among members of the department. Inventories should be divided into such categories as classroom, laboratory, department office, and storeroom. The categories suggest a division of labour within the department, each teacher being responsible for the inventory under his direct control. In this manner, the department head can delegate but also control and co-ordinate responsibility for inventory within the department. While it is comparatively easy to have a card catalogue which lists all the available materials and their location in the department - audio/visual, dittoes, textbooks, reference books, resource materials, and student records - keeping all these resources in orderly fashion is another matter. In any department, some people will maintain a system, while others never put items back in place. Sign-out books, charts for indicating where material has gone, and signatures to indicate "who has taken what" will help to maintain the procedure, as long as the head insists that everyone participate. While no one person should be required to clean up after the few uncooperative people, it is useful to have one department member or assistant head set up the files and maintain them. All requests for material may then be referred to this person. An important point here is that absence of this individual means the system is less useful, unless a deputy is trained to know all the aspects of the files and to find things that are not immediately evident. Having one or two extra people administering the system also means that the importance of returning things is promoted by a larger group who may speak to those who do not co-operate.

Alphabetical files are better than any other kind, although there is a difficulty in deciding where some things should go in an alphabetical system. Often the school librarians will offer their expertise in helping to set up a procedure and set of files which can then be maintained by the department. Suitable storage areas for records, large charts, small cassettes, books, folders, and boxed resource materials may not be possible to build economically, although sturdy cartons or wooden crates may be pressed into service as shelves until the budget increases. Stick-on labels with clearly-written information are essential. If stencils and ditto originals are filed, drawers with alphabetical dividers will maintain the quality of the originals and a system of letters and/or decimal numbers can be devised to refer to the storage system of the copies in existence. An annual (or more frequent) inventory of these copies, for the purpose of early re-ordering, will save frustration among the school secretaries and the teachers who plan to use the material.

If there are not enough filing cabinets to hold alphabetized folders, strong binders, carefully labelled, may be used. If these are placed together as a set, anyone may easily refer to them, but if they are in several areas known only to the head, there will be constant interruptions of the head for information as to the whereabouts of simple items. This is a time-waster.

One of the worst habits of busy department heads is the piling up of scraps of paper, memos, correspondence about book orders, telephone numbers of publishers, and partly-marked student papers, all willy-nilly stuffed into a folder and carried about. When a teacher asks for information, this type of head customarily shuffles about the folder, sorting and piling, dropping and turning things around, muttering "it was here yesterday", a procedure which undermines the confidence of the teacher and wastes his and the head's time. If a head frequently can't find something or doesn't remember something, he will cause frustration and anger among his department members.

Simple systems may be set up for keeping track of requests, complaints, and projects, so that follow-up is automatic and embarrassments are few. Usually, a head who is always rushed is the one who has no system and wastes energy and time through repetition, hunting lost items, and muddle. A few moments spent in setting up systems can save hours wasted later on.

Everything should be made as simple as possible, but not simpler.
Albert Einstein

Special Problems & Simulations

The "Black Sheep" in the Department

The benefits of 'positive thinking' are constantly being emphasized by communications' experts, and this type of attitude is advised for the department head in interpersonal relations with department members. The head may encounter resistance to his leadership in the department, but he should be careful that the resistance is not caused by a negative attitude on his part. The head should start with the assumption that everyone in the department is going to be co-operative and then deal with any problem in lack of co-operation, should it arise.

It must be accepted by the head that individual teachers have different styles and procedures which allow them to achieve different levels of effectiveness in teaching, and that the department should not insist on absolute uniformity in teaching techniques, evaluation practices, and other aspects of teaching. If one or more teachers should fly in the face of school and department policy and practices, to the detriment of student learning, the head has a problem.

If the teacher who is unco-operative in the department is also having difficulties in the classroon, both problems should be addressed concurrently. Sometimes, however, a teacher may be adequate in the classroom but shows irresponsibility in such things as not attending, or not being punctual for, department meetings; offering only negative criticisms of department operation; acting selfishly in the use of department resource materials: or allowing students to have spares when he is "not in the mood" for teaching. In situations like these, a discussion of the expectations the head has for department members is a good starting point. If the problem persists, the head must approach it squarely. A one-to-one discussion of the situation will clarify the perceptions of both head and teacher. The head must state the problem as he sees it and ask the teacher for his viewpoint. Solutions to the problem should be explored and new courses of action agreed upon.

Unless the head deals with the problem directly, department policies and practices will come into question by other department members. If the recalcitrant teacher still is disruptive in the department, advice should be sought from the principal (and perhaps the branch OSSTF president) as to a future course of action.

Dealing with Complaints From Parents

Parental complaints to the department head are most frequently of two types: complaints about teachers, and complaints about the program. The head should realize that invariably the root cause of all parental complaints is lack of student achievement. (The head can be sure that the parent will not link this lack of achievement to any deficiencies in the student!)

Usually parental concerns will not be expressed directly to the head, but will be relayed through students or by the principal. Unless they are of a trivial nature or concern an isolated incident, complaints about a particular teacher in the department may or may not be a surprise to the head, and might even substantiate concerns he has about the teacher in question; in other words, the complaints are often legitimate and not unexpected. These complaints should be passed on directly to the teacher involved, and this teacher should be urged to contact the concerned parent to discuss the problem. Should the parental complaints continue, then the department head may assume the role of expert/arbitrator. The difficulty here is in the perception of each of the individuals involved that the head is backing the other person. It may be that continued complaints will prompt the principal to want to assume a role in the dispute.

Complaints about the program frequently occur because the student taking the course is not suited for it. By outlining to the complaining parent the requirements of H.S.I. and the appropriate ministry guideline; by explaining to the parent the goals, objectives, and program of the course; by pointing out the similarities between the course in question and similar courses in other local schools; and by showing the parent the achievement levels of other students in the class, the head may be able to convey the idea that perhaps the parent should be looking more realistically at the student involved.

The Newly-Appointed Head

Upon promotion to the position of department head, a teacher should plan how the assumption of the new responsibility should be handled.

A teacher assuming the leadership role may previously have taught in the department. Although this head should benefit from having a comprehensive knowledge of the operations of the department, he still must plan the transfer of leadership carefully. Abrupt and radical changes in the operation of the department might alienate some department members who have been comfortable with the **status quo.**

When the new head is also new to the school, he faces the immediate problem of different environment and a different system of operation. This problem is aggravated by assuming a new job with more responsibility, moving to a school where he knows none of the students and few of the staff, and supervising a group of people about whom he knows little.

For any teacher assuming a headship, the best plan is to take a low profile until the staff members are used to the new person in the job. This waiting period will allow the head to observe the situation in the school and diagnose the most obvious needs and strengths of the department. When people are most comfortable, the new head can then start to initiate some moves to meet particular department needs. The following are some points to observe. The new head should:

- establish and maintain a high level of competence in the classroom right from the beginning.
- invite other teachers to see him teach, especially if he will be formally evaluating any of them.
- try to avoid making snap decisions.
- avoid constantly telling staff members how things were done in the previous school.
- ask for advice, especially from the more experienced teachers in the department.
- admit mistakes.
- arrange to have a quiet, unhurried discussion with each member of the department to discover that person's attitudes and feelings. Emphasize the present and future rather than the past.
- try to get to know the department members as people rather than only as teachers. This should take place in an informal, social setting.

Time Management

"The hurrieder I go, the behinder I get."
(Pennsylvania Dutch Saying)

A cliché frequently heard in staff rooms of secondary schools is, "There just aren't enough hours in the day". Utterers of this phrase (many of whom are department heads) are encountering a problem in time management. Fortunately, time itself is not the problem; the problem is with people.

Simple organization of a head's working day will serve to eliminate many time-wasters. By making a daily check-list of items to be done in rank order of importance, the head will concentrate more on doing the right things, rather than merely on doing things right. Frequently, the biggest time-wasters in an organization are the people who seem to be continually busy. Their difficulty usually lies either in distinguishing the important from the trivial, or in being action-oriented, as opposed to results-oriented.

By placing priorities on tasks to be carried out, the head will better utilize his time and energies by confronting the problems which matter most, leaving the relatively unimportant to be dealt with in less busy moments. The following are some time-saving suggestions for the department head. The head should:

- Try every day to find a new technique or short-cut that will help to gain time.
- carry blank 3" by 5" index cards (or a small notebook) to jot down notes and ideas.
- generate as little paperwork as possible; dispose of non-essential papers as soon as they have been read.
- try to handle each piece of paper only once; be sure to circulate pertinent materials among appropriate department members.
- use specialists to help with special problems.
- save up trivial matters for a half-hour session once a week (but have a definite time set aside for this).
- concentrate efforts on only one thing at a time.
- start big projects by attacking the most satisfying tasks first.
- focus on projects that will provide the greatest long-term educational benefits.
- examine old habits for possible streamlining.
- put "waiting-time" to good use: relax, read, or perform some other "non-job" activity.
- draw up a list of administrative goals and consult this list once a month to revise the list if necessary.
- identify activities that can be done each day to further personal goals.

Adapted from ALAN LAIKIN.

Simulations

Introduction

There are many simulations available: some include solutions: some are case studies with the endings written in: and some are prepared for role playing, with the final outcomes deliberately omitted.

The four situations included here are meant to supplement the information in the book, especially as it relates to the problems in curriculum design, staff development, and communications. Every department in every school experiences conflict of some kind and it is valuable to consider ways of dealing with it when it arises. With these simulations, a head may wish to think through the problem himself and apply it to his own department's similar or different concerns. Another way of using the simulations is to have the department role-play them, concentrating on developing decision-making and problem-solving skills in preparation for dealing with real conflict.

Simulation A

In a Business Education department of ten members, there is a group of four (* below) who want a number of changes made in the curriculum, but the five who oppose the idea of change have been in the school longer, although not all of them have had as long teaching careers as the four in the ''change'' group. The head of the department does not want to antagonize anyone, since the department has been calm and quiet for the five years he has been head. Because it is a large, urban school, with a traditional principal, in a very budget-conscious board, the idea of major change in a curriculum is hard to sell. The new Ministry guideline outlines a number of requirements which the department already deals with, but in many ways the curriculum is not measuring up to the guideline's proposals. The principal is neither for nor against change, but does not want a crisis to erupt. What should happen? If this department's problem is set up as a simulation, the various stages listed in the chapter on Curriculum should be followed. Systematic procedures, instituted by the group of four, could have the effect of gradually winning over the head to a realization that he should at least take an interest. If the five opposers are encouraged to discuss, evaluate, share and participate, in view of the terms of the new guideline, they may gradually become more co-operative. A possible group:

head: female; 45 (25 years' experience)
assistant: male; 38 (16 years' experience)
. teacher: male; 50 (17 years' experience)
teacher: female; 32 (3 years' experience)
. teacher: Type A, female; 55 (20 years' experience)
teacher: Type B; male; 25 (4 years' experience)
*teacher: Type B; female; 50 (16 years' experience)
teacher: Type A; female; 27 (6 years' experience)
*teacher: Type B; male; 53 (10 years' experience)
teacher: Type A; male; 31 (8 years' experience)

Simulation B In a geography department of six members in a suburban county school, the following are teaching:

Angus A - the head: Type A, 15 years' experience; 38; male; specialty: cartography
Betty B - the assistant; Type A, 20 years' experience; 46; female specialty: urban studies
Carla C - teacher; Type A, 10 years' experience; 32; female; specialty: southern hemisphere
David D - teacher; Type B, 12 years' experience; 36; male) specialty: field studies
Edward E - teacher; Type B; 6 years' experience: 27; male; specialty: history (surplus from History Department)
Frances F - teacher; Type B (probational) 1 year's experience; 25; female; specialty: trained in archaeology but moved to teaching and has completed Type B, part one, in summer school

Teachers Carla and David have realized, by November, that Frances whose previous year's students they are now teaching, has not been following the department's agreed-upon curriculum in connection with teaching the basics in Grade 9 (Year One). The Grade 10 students formerly taught by Frances are apparently unaware of simple procedures and have not had drill on terminology considered by the others necessary for the completion of the Grade 9 program. In Grade 10, they have been unable to do the new work satisfactorily because of this lack, yet when Carla and David spoke to Frances, she insisted that the total Grade 9 curriculum had been covered by her in the previous year and that all the students not only had been adequately tested on it, but had received passing marks.

Frances is a protegé of Betty, the assistant head, coming from the same town and university, although their age discrepancy and Frances' study of archaeology mean that they do not have much in common. Angus was recently promoted to the headship position from outside the county, although Betty thought she should have been given the headship instead. The teacher who has been most help to Frances is Edward, the historian, whose second subject is geography.

- What procedures should be followed?
- Who should take which initiatives?
- What objectives should be set down?
- How can the situation regarding Frances be used to help the situation regarding the promotion of the head?

Simulation C

Ten members of an English Department in an urban school of 1600 students are suddenly without the department head because of a major illness. The assistant heads, until now, have been concerned with minor department duties, the one (male) chiefly supervising Advanced Level courses, the other (a female) General Courses. Then the head suddenly left, in late September, the timetable was rearranged to accommodate a young male teacher just out of a job the previous June whose specialty was Theatre Arts but who had been a supply teacher in the department and was known. The head's courses were shared by the senior teachers and their extra courses were given to the new staff member.

Because of the nature of the department head, the department had been run from the top, with little consultation about procedure, although the staff always met together in June for several days to plan curriculum and to assist in teacher allocation. During the rest of the year, meetings were held sporadically only to establish examination procedures or to solve current problems. Members of the department had almost no contact with one another in the staff room, socially, or by intervisitation. Some evaluation of teachers had been done by the head and the principal but teachers knew little about the others' classrooms. The newer teachers socialized slightly at lunch; the older ones went their separate ways. The temporary fill-in teacher felt at a loss about procedures, approaches, methods, instructions, and problems. When he asked one of the younger female teachers, she said, "You have to cope here; no one really knows anyone else very well; maybe I can help..." When he asked the assistant head, female, about a problem, she directed him to the other assistant since it was an Advanced Level matter. This assistant head directed the young man to follow his own best judgment and to ask specific questions if he had difficulties. His chief message was, "If we **don't** like what you're doing, we'll let you know."

By the end of November, the temporary teacher felt insecure about his methods, classroom management, and evaluation techniques. Talking with an older teacher in the department, he mentioned the lack of direction. She laughed and said, "That's the name of the game here. Let me know if someone every says anything to you about anything important. All they care about is how many books they can use again next year."

In this situation, three things are clear; **one**: the absence of the usual head meant that procedures had somehow to be discovered in order to be followed by a newcomer; **two:** the newcomer was unable to ask the right questions and get a coherent picture because he didn't know where to start; **three:** no one was in charge of the problems that arose as a result of the head's absence.

- what should the newcomer do?
- what directions should the assistant heads take?
- what should the other teachers do?

- who should take initiatives?
- what recommendations should be made for general procedures in such a situation?
- should the principal be brought in during the period of adjustment in order to ensure smooth transition?
- how much consistency of method, attitude and standards is essential?

Simulation D In a school of 1,100 in a well-manicured suburb, the new principal decided, on the recommendation of five of her department heads, that the teachers needed to be involved in a staff development program, over a period of several months, including discussion and retreats. This would make a number of the more stodgy ones, she hoped, get out of their apathy and lethargy, while the stronger ones might be made aware of new ideas and practices in education, such as internal curriculum planning, effective school management through objectives, and participation in setting educational aims. The five heads who made the recommendation had recently been studying the new H.S.I. proposals and the Guidelines emerging from them.

When the principal presented the notion at a staff-meeting, showing how teachers could be involved more broadly in running the school, she was backed up by the remarks of the team of five who had proposed the idea. As a result of a questionnaire circulated to all the staff, the principal discovered initially: of the fifty teachers, thirty were interested, ten mildly interested, and ten opposed. Of the thirty who were interested, five were the original instigators; ten were already members of a group looking into curriculum development. Ten were new teachers within the past three years who had recently as a group attended lectures on organizational development. The other five were senior teachers who had always been interested in meeting and discussing any ideas related to improvement, although the school had not given much encouragement to date.

Of the ten mildly interested, nine were unwilling to be involved in any events outside school hours or on weekends. The ten totally opposed said they hadn't time to complete adequately the work they were already doing and would not contemplate one more committee or activity. They indicated an unwillingness even to implement decisions for change made by the others.

- What should the principal do to break the deadlock?
- What should be done by the five heads who started it all?
- What procedures should be recommended?
- What is the responsibility of professionals for their own environment and futures?

The Future

The future of education in Ontario is fraught with problems. There are cries on all sides about declining enrolments, budget cut-backs, lack of clear guidelines, lack of proper resources (plant, personnel, budget, time ...) to implement ideas, and a myriad of other complaints. With proper planning, however, the future need not appear so threatening. What is needed is a positive attitude towards the certainty that money will continue to be in short supply. Schools can retain (or even regain) control of their operations by becoming better at deploying their resources and better at defending their need for them. Both purposes require teachers and administrations to have a clearer knowledge of what they are trying to do, and of the degree of success they are achieving. Thus, once again, the need to evaluate and the likelihood that others outside the system will be increasingly interested in assessing the school system.

It is recognized that the topic of growth is usually one which is regarded positively while the concept of decline is a notion in which educators find little joy. Most people are familiar with ''growth management'', but few exist who have training in ''decline management''. Decline management demands a keener sense of balance and proportion in the allocation of scarce resources, a deeper understanding of human behaviours, and a greater awareness of the priorities for the future. A challenging role!

The secondary-school students of 1990 have already been born. Their numbers show that enrolment declines at the secondary level will continue. (There may be varying degrees of change within the overall decline stemming from immigration, population movement and other causes.) If planning for decline does not take place, it is not difficult to imagine the resultant mess: fewer students and dollars mean less flexibility in programming and timetabling. A decrease in the number of subject area offerings and fewer students, dollars and programs also spell staff reductions. When combined with inflation, salary increases, rises in the cost of supplies and utilities, the quality and variety of the high school curriculum can be reduced severely within a very short period of time.

As financial resources become scarce and fewer students are served in high-cost programs, necessity will ask which school programs duplicate facilities elsewhere in the community. For example, in the technical department within the school, it could be suggested that vocational training be contracted out on a performance-monitored basis with local businesses. Conceivably, this might provide a wider range of on-the-job training, a more realistic learning milieu, and a more economic and realistic approach to this problem area. In the foreseeable future, schools will not be encouraged to duplicate facilities found in the community, or to simulate training which could be accomplished elsewhere in the immediate area.

The challenge as well as the absolute need to evaluate current programs is here and now. The job is not only to cull and sift, retaining the best, but to change through redesign.

The ability to adjust to change also depends on the degree to which the planner's personality is flexible and adaptive. This quality of individual flexibility may be in jeopardy as high schools respond to enrolment decline. For instance, "consolidation", "belt-tightening", and "retrenchment" have become common responses to enrolment decline. The potential danger here is that these responses may also affect the environment or atmosphere of the school, resulting in less flexibility in the system. To counteract the obvious negative effects of decline, the school must not merely re-deploy its personnel, but also redesign the system in order to adapt and to continue to offer its resources to the students and the community at large. (An example of a "positive" move to adapt would be to examine the reactions associated with a decline in enrolment for a Grade XII Spanish class or a course in Medieval Literature. The reaction might be to drop the course(s) from the curriculum. There are, however, community people who might attend these classes if they were scheduled later in the day.) Opening the schools more and more to mature learners would help keep alive threatened curriculum areas and also infuse a spirit of realism into schooling.

For curriculum, the implications of enrolment-decline include necessities, challenges and opportunities. Of all such concerns facing secondary-school personnel, perhaps the most immediate is the need to understand the implications of declining enrolment and to communicate this reality to the community. In North America "bigger and better" have been the aspirations of the people for so long that considering the concepts of "smaller and more selective" will be a difficult, but not impossible task. The school must focus on the future. Time is important and schools are slow to respond to change, especially when those changes -- decline in enrolment, lack of flexibility, fewer resources and programs -- are regarded as anathema and run counter to the last fifty years of school experience. The ability of educators to seize the time and make it theirs, rather than allowing today's events to push them into a reactive tomorrow, determines not only their tomorrow but the future of a multitude of students.

Perhaps an analogy might serve to put the future of education in perspective. The neo-Malthusian, William Vogt, wrote in 1948, "In China, it is estimated that 100 million people have starved to death during the past century. There is little likelihood that we have seen the end of famine ...". This is the same China that today has a population of 850 or more million, is self-sufficient in its food supplies (rice exports balance wheat imports) and enjoys health standards comparable to those of the Western World. This is an instance of perceiving insoluble Malthusian crises in soluble socio-political problems. Social restructuring, in a variety of forms, provides answers to what otherwise seemed insurmountable problems.

Teachers and schools must innovate, not being bound by the shackles or blinkers of a mind-set moulded by the past, but through an awareness of the possibilities which future conditions may allow. It is in this type of situation that the head of a department within the school finds himself. The schools of the future may well be based upon traditional concepts, i.e., traditional clientele, areas of study and patterns of teaching and evaluation. On the other hand, as a leader in today's system, the department head should examine all avenues of approach to the future. Do the approaches remain open and visionary or do they cause a myopic condition due to tunnel vision? Opportunities will be realized by those people who innovate and adapt. Constant evaluation, up-dating and co-operation within the department will forestall the temptation to become apathetic and adverse to any change or substantive break from a "successful" and cherished past. Again, an analogy from history may serve to underscore this problem. It has been suggested that advanced and affluent societies find it difficult to adapt and to develop in a period of drastic change. In the Middle Ages this law operated against the glories of the Chinese Empire and in favour of the comparatively backward West. Teachers must be positive about the direction which they should take.

One aspect of the future which should be considered is the growing competition among academic institutions for students. This competition is already evident between the Universities and Colleges of Applied Arts and Technology. However, there may also be a growing demand from the College and University level for High School students to enter these institutions before their final year is completed. Also, as secondary school programs are cut back (because of enrolment decline and its attendant restraints) students may have to attend high schools other than the ones which they have been attending, in order to take those subjects which they feel they need. For instance, a student may wish to pursue a career in languages but may have to attend another school in order to gain a credit in Grade XIII Spanish. However, again, one may look at a more favourable side to this dilemma in that the institutions under the most pressure are most likely to be the most innovative. Competition tests inner strength and adversity brings out latent leadership qualities.

The department head also has to be very much aware of the implications of trying to "attract" and maintain students. There has always been competition within the school for students in various departments. This competition has been promoted by the Ontario Credit System and has generally been healthy. Unfortunately, competition may increase to the point where academic quality may drop. Occasionally quality may rise; more often it is likely to fall as more and more concessions are made not only to attract, but to keep students. The role of the department head as innovator and evaluator will become increasingly demanding. For example, a program such as Remedial Reading which is definitely worthwhile to some students, may indeed cause a future backlash on the part of parents of gifted students who feel that their children are being "neglected" in a system which caters to the needs of a minority. An imbalance in terms of money, personnel and general resources may be seen to have developed, and possible grievances will have to be handled by explaining the rationale behind programs and expenditures. Resources, will of necessity, need to be used more effectively.

Another controversy which the future may bring results from students becoming like consumers in a buyer's market and thus bound to become more influential as the system tries to please them. The community is almost certain to continue to gain more influence in the operation of the system. An age of controversies is at hand. What can do some good is to engage in the careful thought and in the detailed improvement of decision-making processes that this new age necessitates. Perhaps the major theme of tomorrow's educational system should not be survival, but adaptation and constructive change. It is merely being realistic to recognize that there are problems ahead and to prepare to solve these problems effectively.

Future

I hold that man is in the right who is most closely in league with the future.

Henrik Ibsen

When you get there, there isn't any there there.

Gertrude Stein.

Neither a wise man nor a brave man lies down on the tracks of history to wait for the train of the future to run over him.

Dwight D. Eisenhower.

There comes a time in the affairs of men when you must take the bull by the tail and face the situation.

W.C. Fields.

Addenda

Bloom's Taxonomy of Educational Objectives

Three Domains

- cognitive domain. Objectives related to the recall of knowledge and the development of intellectual abilities and skills.
- affective domain. Objectives related to changes in student attitudes, interests, values and appreciations.
- psychomotor domain. Objectives related to the motor skills which students are to develop.

(Adapted from Bloom and Krathwol, **Taxonomy of Educational Objectives, Handbook I**; and Krathwall, Bloom and Masia, **Taxonomy of Educational Objectives, Handbook II.**]

To date, only the objectives in the cognitive and affective domains have been developed in taxonomy form. The major categories of the two domains are:

Cognitive	Affective
• Knowledge	• Receiving
• Comprehension	• Responding
• Application	• Valuing
• Analysis	• Organizing
• Synthesis	• Characterizing by a value or value complex
• Evaluation	

To adapt these ideas for use in the classroom, a ''taxonomy of questions'' has been devised based on the idea that teachers should be concerned with teaching and measuring critical thinking and reasoning in addition to content. The emphasis is then on requiring students to **use** ideas, rather than simply to remember.

- memory. The student recalls or recognizes information.
- translation. The student changes information into a different symbolic form or language.
- interpretation. The student discovers relationships among facts, generalizations, definitions, values and skills.
- application. The student solves a realistic problem that requires the identification of the issue and the selection and use of appropriate generalizations and skills.
- analysis. Using his knowledge of logical procedures of thinking, the student solves a problem.
- synthesis. By adapting previously-learned procedures to a problem, the student will produce a solution that is both original and creative.
- evaluation. The student makes a qualitative judgment according to standards he designates.

(Adapted from Norris M. Sanders: **Classroom Questions: What Kinds?**)

Evaluation of Meetings

Members of a department may evaluate the usefulness of department meetings by circling the appropriate numbers for the following set of statements:

	Always	Often	Sometime	Seldom	Never	Not Applicable
1. When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	1	2	3	4	5	X
2. The first solution proposed is often accepted by the group.	1	2	3	4	5	X
3. People come to the meeting not knowing what is to be presented or discussed.	1	2	3	4	5	X
4. People ask why the problem exists, what the causes are.	1	2	3	4	5	X
5. There are many problems which people are concerned about which never get on the agenda.	1	2	3	4	5	X
6. There is a tendency to propose answers without really having thought the problem and its causes through carefully.	1	2	3	4	5	X
7. The group discusses the pros and cons of several different alternate solutions to a problem.	1	2	3	4	5	X
8. People bring up extraneous or irrelevant matters.	1	2	3	4	5	X
9. The average person in the meeting feels that his ideas have been discussed.	1	2	3	4	5	X
10. Someone summarizes progress from time to time.	1	2	3	4	5	X

11. Decisions are often left vague — as to what they are, and who will carry them out. 1 2 3 4 5 X

12. Either before the meeting or at its beginning, any group member can easily get items on to the agenda. 1 2 3 4 5 X

13. People are afraid to be openly critical or make good objections. 1 2 3 4 5 X

14. The group discusses and evaluates how decisions from previous meetings worked out. 1 2 3 4 5 X

15. People do not take the time to really study or define the problem they are working on. 1 2 3 4 5 X

16. The same few people seem to do most of the talking during the meeting. 1 2 3 4 5 X

17. People hesitate to give their true feelings about problems which are discussed. 1 2 3 4 5 X

18. When a decision is made, it is clear who should carry it out, and when. 1 2 3 4 5 X

19. There is a good deal of jumping from topic to topic — it's often unclear where the group is on the agenda. 1 2 3 4 5 X

20. From time to time in the meeting, people openly discuss the feelings and working relationships in the group. 1 2 3 4 5 X

21. The same problems seem to keep coming up over and over again from meeting to meeting. 1 2 3 4 5 X

22. People don't seem to care about the meeting, or don't want to get involved in it. 1 2 3 4 5 X

23. When the group is thinking about a problem at least two or three different solutions are suggested. 1 2 3 4 5 X

24. When there is disagreement, it tends to be smoothed over or avoided. 1 2 3 4 5 X

25. Some very creative solutions come out of this group. 1 2 3 4 5 X

26. Many people remain silent. 1 2 3 4 5 X

27. When conflict arises, the group stays with the conflict and works it through. 1 2 3 4 5 X

28. The results of the group's work are not worth the time it takes. 1 2 3 4 5 X

29. People give their real feelings about what is happening during the meeting itself. 1 2 3 4 5 X

30. People feel very committed to carrying out the solutions arrived at by the group. 1 2 3 4 5 X

31. When the group is supposedly working on a problem, it is really working on some other "under the table" problem. 1 2 3 4 5 X

32. People feel antagonistic or negative during the meeting. 1 2 3 4 5 X

33. There is no follow-up of how decisions reached at earlier meetings worked out in practice. 1 2 3 4 5 X

34. Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'. 1 2 3 4 5 X
35. There are splits or deadlocks between factions or subgroups. 1 2 3 4 5 X
36. The discussion goes on and on without any decision being reached. 1 2 3 4 5 X
37. People feel satisfied or positive during the meeting. 1 2 3 4 5 X

Meetings vary according to their primary focus of attention. They may be mainly focused on information-giving — making announcements, explaining plans or rules, dealing with routine matters. Or they may be mainly focused on problem-solving — discussion and decision, working out answers to problems on the spot.

38. Thinking now of the meeting you have been describing, check the appropriate phrase. Most of the time is spent on ...

information-giving   problem-solving

39. Now, still thinking of this meeting, where **should** most of the time be spent? Check one ...

information-giving   problem-solving

H.S.I.

All department heads - indeed, all teachers - should be familiar with the requirements of H.S.I., and should especially be alert for the periodic changes that are made in this document. Although the department head should be very familiar with the entire document, some sections of particular importance to department heads are reprinted below.

- **Curriculum priorities.**

Perceptions concerning the relative value of a particular subject or course vary from community to community, from school to school, from teacher to teacher, and from student to student. The need to provide students with the skills, perspectives, attitudes, and understanding that will allow them to participate richly and wisely in the life of this province and this country can be fulfilled in different ways through various subject areas. It is considered appropriate, therefore, for each school to develop or adapt its own curriculum to meet the needs, interests, and abilities of the students in its community.

- **Planning.** There are several principles to be considered in planning individual programs for students.

Basic skills.

Each student should have the basic skills that will allow him to continue his education with competence and confidence.

Student potential.

Each student should be advised to take courses that will allow him to capitalize on his abilities, interests, needs, and educational goals without necessarily limiting his future occupational and educational choices.

National priorities.

Each student should be advised of the importance of certain national priorities in education; for example, physical fitness, and understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage.

- **Recommended courses.**

Each student should be encouraged to take courses that seem appropriate to his abilities and expectations of achievement. The principal and his staff may make recommendations about specific preparatory courses or sequences of learning. Except as provided in The Education Act, 1974, Section 40, subsection 4, these recommendations may not be used to exclude students from courses that have been approved by parents or selected by students who have attained the age of majority.

- **Coherence, continuity and balance.**

Ideally, a student's program should possess the qualities of coherence, continuity, and balance: coherence in relating most of his courses in some way to his immediate and long-term goals; continuity in providing the opportunity for some extended study of sequential subjects or the application of known principles to new studies; balance in the range of knowledge and learning styles upon which he may base his future educational and occupational choices.

- **Guidelines.**

Curriculum guidelines issued by the Ministry provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students.

- **Requests for course approval.**

Courses not included in the rationale of existing guidelines require prior approval by the Ministry for purposes of credit towards an Ontario graduation diploma. Before approval is requested, careful consideration should be given to the availability of staff, facilities, and instructional materials, as well as the possible reallocation of existing resources within the school. Prior approval by the Ministry is also required for textbooks to be used in connection with these courses. Books to be used in course leading to the Secondary School Honour Graduation Diploma do not require such approval.

a) The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the year and division in which the course will be given, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

b) Requests for approval must be sent well in advance of the proposed introduction of the course.

c) Approval, when given, applies only to a specific course at the school or schools named in the letter of approval.

d) The period for which an approval is granted, whether for a specific length of time or for an indefinite period, will be stated in the letter of approval.

e) The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.

- **Selection of textbooks.**

Circular 14

Circular 14, Textbooks, issued by the Ministry of Education, lists textbooks approved for use in schools.

Responsibility of principals.

Principals are reminded of their responsibility under The Education Act and the regulations pertaining to the use of textbooks in schools. Reference should be made to the Information section of Circular 14 and the pertinent extracts from the acts and regulations pertaining to the selection of textbooks.

Requests for approval.

Requests for approval to use textbooks not listed in Circular 14 or not covered under Schedule C of that circular must be submitted by the chief education officer of the school board to the Regional Director of Education. Ministry approval is not required for books that are to be used in courses acceptable for the Secondary School Honour Graduation Diploma.

Canadian textbooks.

Where textbooks are to be selected locally under Schedule C of Circular 14, preference should be given to books written or edited by Canadians and printed and bound in Canada.

> Not only is there an art in knowing a thing, but also a certain art in teaching it.
>
> Cicero

> More with less.
>
> R. Buckminster Fuller

> The system is still us.
>
> Art Seidenbaum

> Worry about those things which cannot be changed, and change those things which you are not worried about.
>
> Wm. Pink's **Law of Effective Administration**

Standards of Competent Teaching Performance

The standards contained herein are held to be generally accepted as minimal standards among members of the Ontario Secondary School Teachers' Federation with respect to competent teaching performance and are therefore declared to be the criteria of competency adopted by the OSSTF.

1. A competent teacher has subject expertise that is current and relative to his teaching certification and background. The teacher shall:
   - (a) possess knowledge in his teaching area consistent with his record of professional preparation;
   - (b) be aware of current developments in his teaching area;
   - (c) possess knowledge of the resources which may be available to assist in his teaching area.

2. A competent teacher is able to prepare and maintain appropriate courses of study. The teacher shall, within the authority delegated to him:
   - (a) select subject matter suitable for studies at various year levels within his teaching area;
   - (b) define the aims and objectives of a particular course of study;
   - (c) arrange subject matter in the form of sequential units of study consistent with the stated aims and objectives.

3. A competent teacher is knowledgeable in the area of current teaching methods and uses them effectively in the classroom. The teacher shall:
   - (a) establish and maintain an atmosphere conducive to learning;
   - (b) use appropriate language and terminology to communicate effectively in the classroom;
   - (c) recognize individual differences among students;
   - (d) utilize available information and available materials and equipment relevant to the course of study.

4. A competent teacher is knowledgeable in effective evalution techniques and uses them effectively in the classroom. The teacher shall, within the authority delegated to him:
   - (a) utilize appropriate evaluation techniques;
   - (b) explain methods and procedures of evaluation to students;
   - (c) analyze and interpret the results of evaluation;
   - (d) utilize the results of evaluation for planning, counselling, and program modification.

Recommendations for Dealing with The Incompetent Teacher

The following recommendations were proposed by the Board of Regents, OSSTF prior to their amalgamation with the Relations and Discipline Committee. The group concerned with such matters is now called The Professional Standards and Practices Council.

The methods used in our schools respecting the termination of contracts of teachers are a frequent concern to the Ontario Secondary School Teachers' Federation. The notion is wrongly held, too, that it is difficult -- if not almost impossible -- to conclude the services of members who hold permanent teachers' contracts. The following explanation is intended to help establish understandings and to suggest a proper way of dealing with problems as they relate to incompetent teachers whether on probationery or permanent contracts.

The Ontario Regulations 339/66 Elementary and Secondary Schools -- General, made under The Department of Education Act, list under duties of principals (section 16, subsection 9 (d)) that the principal shall recommend to the board the demotion or dismissal of a teacher whose work or attitude is unsatisfactory, but only after **warning the teacher in writing, giving him assistance, and allowing him a reasonable time to improve.**

An important part of this duty is the written communication and record. A properly documented case protects the principal and clarifies the situation for the teacher.

Before recommending demotion or dismissal of a teacher, the principal should consider the following suggestions:

(1) See the **probationary** teacher in action during the first few weeks after school begins in September. If the teacher is on a permanent contract, commence documentation whenever unsatisfactory work or attitude is noted.
(2) Make recommendations in writing to the teacher which may help him to overcome the difficulties he may be experiencing. These should be filed and the teacher supplied with a copy.
(3) Request the department head to assist the teacher and to keep a record of his efforts to help and counsel the teacher. This record may serve as valuable evidence that the teacher has received assistance. (It is emphasized that the department head should not be required to provide written reports on a teacher -- unless the department head is prepared to give the teacher a copy at the same time. The role of the department head is in-service training; it should not be confused with inspection. Should the department head believe that he can no longer aid the teacher toward competence in his work, the department head should make the recommendation to the principal that the principal see the teacher.)

(4) Follow up within a reasonable time with a second visit to see if the recommendations are being followed. Again give the teacher a written copy of your report and file the original.

(5) Should unsatisfactory work or attitude continue, the teacher should now be informed of the seriousness of the situation in a letter from the principal, which states clearly a detailed analysis of the areas of unsatisfactory performance and lays down a specific interval for improvement. The letter should also state that after this interval a final reassessment will be made and that a recommendation to the board for termination of contract is a possibility. A copy of this letter should be retained in the teacher's file.

(6) If after a reasonable interval of time the teacher's performance is still unsatisfactory, the principal should follow the procedure outlined in either (a) or (b) hereunder:

(a) Recommend to the board the demotion or dismissal of the teacher effective December 31. (The teacher must receive the notice in writing by November 30.)

(b) Recommend to the board the demotion or dismissal of the teacher as of August 31. (The teacher must receive the notice in writing by May 31.)

Note: If the teacher is dismissed for incompetence in accordance with either (a) or (b) above, it is the principal's responsibility to notify the Board of Regents, OSSTF. The principal should also inform the teacher that he is following OSSTF policy by so doing.

It might be of interest to know some familiar allegations from teachers who have been declared incompetent.

"I got the worst classes in the school." (If true, this is really unfair.)

"I had no home room and travelled to a great many teaching locations a week."

"Nobody ever told me that my work was unsatisfactory. It came as a bolt from the blue when the principal told me he was recommending my dismissal to the board."

"I got no help from anyone at any time. The principal saw me teach once, then six months later told me my contract would not be renewed."

No attempt should be made either to give a beginner the "best" classes or the "worst", whatever that may mean. A normal teaching program is best. The principal may have to inform department heads clearly of this point of view so that established teachers on the scene may not skim off the cream and leave the beginner with insurmountable obstacles to a successful year. The principal should temper his assessment with kindness and constructive criticism; and then, even if teacher and principal do come to a parting of the ways, the teacher will respect him for what he is and what he is trying to do.

Key Questions Which a Department Head Might Ask Himself

Leadership

- What leadership qualities and behaviour will be most needed in educational administration during the next two decades?
  - (a) What will be the educational climate?
  - (b) What competencies will this require?
  - (c) Which among the needed competencies are learnable behaviours?
  - (d) What training programs will best teach these competencies?
  - (e) Among the learnable behaviours, which are most easily and efficiently taught? By whom?
- The introduction of term appointments increases the need for defensible and useful evaluation of administrators.
  - (a) What are the critical administrative behaviours that should be evaluated?
  - (b) How can the validity and reliability of measurements used be improved and/or better measures devised?

Organization

- How can educational organizations be evaluated?
  - (a) What are appropriate criteria? Who decides them? How?
  - (b) How can the different goals held for the organization by its various members be reconciled?
- How do individuals respond to organizational needs?
  - (a) What is required to maximize individual contributions within an organization?
  - (b) What kinds of capabilities does an educational organization most need?
  - (c) What kinds of needs do people in an organization have and how can these needs best be met?
- Developing constructive relationships within an organization.
  - (a) To what extent does the size of an organization affect the feelings of personal satisfaction of those working within it?
  - (b) What organizational structures are most conducive to a feeling of satisfaction on the part of the participants?
  - (c) Can feelings of security (insecurity) among members of an organization be measured?
  - (d) What conditions are most conducive to trusting relationships within an organization?
  - (e) How can these conditions be introduced and/or maintained?
  - (f) To what extent are productive relationships within an organization blocked by a lack of human relations' skills?
  - (g) How can inhibitions to communication be reduced in the supervisor - colleague - subordinate network?
  - (h) What skills and techniques are needed to reconcile differences of opinion in reaching organizational decisions?

Staff Development

- How are objectives for staff development identified?
  - (a) How are the goals for individuals, the system, and department identified?
- Lack of continual professional development programs related to curriculum development and renewal.
  - (a) How does an organization develop mechanism for staffing present and future curricula programs?
  - (b) How can areas of the curriculum that need to be changed be identified?
  - (c) How do curriculum changes affect the roles of personnel in the system or department?
- How should the staff development program be evaluated?
  - (a) What purpose should the evaluation serve?
  - (b) Who should evaluate?
  - (c) What criteria for evaluation should be used?
  - (d) What instruments can be used or should be designed to measure performance?

Curriculum/Instruction

- Who should be responsible for curriculum development?
  - (a) Ideally, what are the tasks and roles involved in curriculum development?
  - (b) In reality, what tasks and roles are involved in curriculum development?
  - (c) Why do the discrepancies between the ideal and the real exist? What can be done to reduce them?
- What are the administrative implications of curriculum development?
  - (a) How is curriculum development affected by social changes and pressure groups?
  - (b) What is the most effective way to prepare staff for curriculum change?
  - (c) What organizational arrangements are best for curriculum development? Should it be done on an individual, department or system, basis?
  - (d) What are the most effective ways to get commitment from the people involved?
- Of what importance is the teaching of basic skills?
  - (a) What skills are essential?
  - (b) What levels of these skills are essential for whom?
- What is the relative effectiveness of various teaching/learning strategies?
  - (a) Which strategies are appropriate for attaining which objectives?
- What are the differences between objectives set at the provincial and local levels?
  - (a) How can these differences be reconciled?
- How can differences in teaching and learning styles be identified?
  - (a) Can teaching materials and techniques be adapted to these different styles?

Philosophy and Objectives

- Participative decision-making seems to increase the difficulty in determining philosophy and objectives and in identifying those who should make the final decision.
  - (a) How are educational philosophies now being translated into objectives? By whom?
  - (b) What are the constraints on the search for educational objectives?
- Teachers can become frustrated as a consequence of setting or having set for them unrealistic objectives, then failing to meet the objectives.
  - (a) How can people be helped to recognize the realities of their situations and the constraints upon them, then to set and accept realistic objectives.

Community Education

- There is a need for a new model of community education which integrates that function into the total community's services.
  - (a) How does the present situation of shared (or competing) responsibilities induce inefficiencies?
  - (b) What are some models of co-operation among community educational agencies in terms of physical facilities, scheduling and control?
  - (c) How can the problems of overlapping and competing jurisdictions be resolved?
  - (d) Is some competition and overlap desirable among community education agencies?
- The nature of community education.
  - (a) Does the term imply education for the community, education by the community, or both?
  - (b) To what extent should the school give credence to groups which (purport to) represent the community?
  - (c) How can more "laymen" be involved in education as resource people, consultants and teachers?
  - (d) What are the obstacles to greater community use of the school's facilities?
  - (e) Should students and teachers spend more time in learning outside the school, using community resources as the learning media? How can such learning experiences be evaluated?
- Major changes in public opinion are creating new attitudes towards, and expectations of education. The irony is that innovation usually costs more, at least in the beginning or experimental stages.
  - (a) How can new educational programs be funded?
  - (b) What alternate formulae are there for weighting different needs for funds?
  - (c) What are the advantages and the disadantages of these alternatives?

- Institutions must produce long-term plans, yet governmental fiscal policy and grants are on a year-to-year basis.
  - (a) How can co-ordinated long-range planning between provincial and local levels be encouraged and developed?
  - (b) Can the setting and development of objectives be better integrated through the sharing of information?
  - (c) Can common criteria be developed for setting priorities?
  - (d) Can common (provincial and local) planning models for financing be developed?
- There is a need for co-operation among the many different eductional institutions at the local level to ensure efficient use of all resources.
  - (a) What program and facility overlap exists between the school and its feeder schools, the community, and the post-secondary school level?
  - (b) What are the obstacles to sharing and collaboration?
  - (c) What services performed by the school could be carried out by another agency or institution?
  - (d) Can policies, procedures, and grant systems be developed to encourage co-operation and maximize use of resources?

Evaluation

- Teachers and administrators are generally reluctant to be evaluated.
  - (a) Do persons working in authoritarian systems show reactions to evaluation which are different from those of persons in more democratic environments?
  - (b) Does willingness to be evaluated increase as evaluation criteria are made more specific and more familiar?
  - (c) Does improving the validity and reliability of evaluation measures reduce opposition to evaluation?
  - (d) Does clarification of role requirements promote positive attitudes towards evaluation?
  - (e) Are teachers more accepting of evaluation which seeks to improve their performance, rather than that which leads to judgments for administrative purposes?
  - (f) What evaluation agents are most acceptable to staff? Which seem to result in desirable behaviour changes: i) evaluation by supervisors; ii) evaluation by student and/or parents; iii) evaluation by subordinates; iv) self-evaluation?

Resources

School personnel

Too often teachers tend to rely on outside inspiration to stimulate professional development. In many instances, the experienced teacher, the new teacher fresh from a college of education, or the teacher who has taught in another country or province can offer many challenging ideas. The head should not be reticent about contributing his own resources stemming from his own scholarship, knowledge, and experience. Capable teachers in the same subject area, invited from other schools, are also invaluable sources of information and ideas. These immediate and accessible sources should be encouraged. The interaction and subsequent development may involve expenditure of funds and the commitment of time by the teachers involved. The following procedures might be considered when utilizing local resource personnel:

- the resource people are selected from the best-motivated and capable.
- they are allowed (and even encouraged) to attend workshops, seminars, and conferences which will enhance their experience, knowledge and enthusiasm.
- they set up **small** conferences, workshops, and seminars in local schools for specific departments of particular groups of teachers.
- this latter group of teachers should then be capable of initiating discussion and follow-up with the department or school.

The expertise developed at a very local level can spread out across a much wider area and additional regional workshops may be organized quite easily and economically.

Board Personnel

As with school personnel, the great advantage of board personnel is the accessibility of such people. Many boards today have consultants in key areas of study and some have "master teachers". These resource people should be contacted and their advice and suggestions elicited. Very often they have "connections" which will facilitate the exchange of ideas and further development. Their contributions are especially valuable in helping to plan professional development activities and in providing advice when a teacher is having difficulty in a particular area.

Ministry Personnel

Although cutbacks in personnel and resource facilities have affected the regional offices of the Ministry of Education, these offices are extremely useful sources of information and ideas. In some regional offices, planning assistance and personnel are still available for workshops and professional development programs.

Direct requests to the Superintendent of Supervisory Services in the respective regional office.

NORTHWESTERN ONTARIO REGION - 435 James St. South,
Thunder Bay.
MIDNORTHERN ONTARIO REGION - 1349 LaSalle Blvd.,
Sudbury.
NORTHEASTERN ONTARIO REGION - Box 3020, McKeown Ave.
North Bay.
WESTERN ONTARIO REGION - 759 Hyde Park Road,
London.
CENTRAL ONTARIO REGION - Heron's Hill Bldg., Suite
3021, 2025 Sheppard Ave.
Willowdale.
OTTAWA VALLEY REGION - 1825 Woodward Dr.,
Ottawa.

O.I.S.E.

The Ontario Institute for Studies in Education represents a bank of resources in both people and materials from which department heads can draw. If there is a regional office of O.I.S.E. in the local area it may be beneficial to communicate with people in this office before contacting the main centre in Toronto.

O.S.S.T.F.

One particularly useful source of ideas on professional development is the O.S.S.T.F. Professional Development Committee's handbook, **Ideas and People** (1976). This manual lists names of people who are available and willing to help promote ideas at the local level. Its topics range from conference and workshop planning, through organization skills, to the various subject areas and particular techniques in actual teaching. The booklet also lists some useful Canadian organizations available to assist those connected with schooling in nearly every conceivable educational topic.

Each district of O.S.S.T.F. has a professional development chairperson who will be able to assist teachers and department heads to find resource personnel for a particular topic or subject area. Every area in the province also has a regional co-ordinator (a teacher, but also a member of the provincial P.D. Committee) who has access to information and resource personnel.

Community Resources

Community Resources should not be overlooked. There is often a wealth of expertise latent in the area and to bring this particular resource inside the school is often merely a matter of asking. Most people are willing to share their experiences, hobbies and knowledge with students and staff. It is a useful exercise to set up a personnel policy to find, enlist and equip the best people for each job. A filing system on personnel resources in the community will be useful, each school or department developing its own information cards. The promoting of interaction of this type between school and community can only lead to better relations among all concerned.

Each subject area has, of course, instructive resource periodicals published by specific societies, groups and institutions. Some of these periodicals concentrate on content and ideas whereas others concentrate on teaching methodologies. If such periodicals are purchased, it is essential to take some time to index the variety of articles for ease of retrieval; otherwise, the wealth of materials may lie hidden and unused.

In allocating his personal time, the head should allow for time to keep abreast of relevant developments by reading current educational books and journals.

Really, nothing was easier than to step from one rope-ladder to the other — over the chasm. But, in your dream, you failed, because the thought occurred to you that you might possibly fail.

Markings Dag Hammarskjold

Three things that a department head needs today are a backbone, a wishbone, and a funnybone.

Jaques Barzun.

Teaching is not a lost art, but the regard for teaching is a lost tradition.

Jaques Barzun.

Glossary of Terms

AIM - a broad philosophical statement that gives a general direction to activities in a school, department, course.

ANALYSIS - examination of a whole by separation into its component parts.

APPLICATION - the use of basic principles in specific and concrete situations.

ASSESSMENT - a general or informal judgment.

BUZZ-WORD - a 'catch-word' in a given context, e.g. motivation, dichotomy, sputnik. Often becomes overused.

COGNITIVE SKILLS - related to knowledge or mental skills (recognition, analysis, problem-solving, discrimination).

CRITERION-REFERENCE - activities or behaviours are evaluated against a fixed standard of achievement. Contrast: Norm-reference.

CRITICAL - directly affecting the outcome (success or failure) of a system.

CURRICULUM - an organized set of educational and/or training intentions.

EFFECTIVENESS - the degree to which intended ends are achieved.

EFFICIENCY - the utilization and consumption of resources relative to the achievement of ends.

EVALUATION - a process of judgment based on various measurements plus the drawing of inferences from these data.

FLOWCHART - a graphic analogue or model of a system, using verbal, numerical and geometrical symbols.

GOAL - a desired state which reflects the long range purpose (of the school) and is related to a major area of concern.

ITEM ANALYSIS - this is used to appraise a test: a statistical report of the way in which the question item has behaved in the past.

JARGON - a term used with contempt by those who do not understand a subject against those who do.

LESSON OBJECTIVE - see Objective.

MASTERY LEARNING - implies the possession of a high degree of ability or expertise.

MOTOR SKILLS - related to physical skills (manipulation, co-ordination).

NORM-REFERENCE - activities or behaviours are compared to those of a large sampling of the subject's peer group. Contrast: Criterion-reference.

OBJECTIVE - a measurable result which is attainable within a 'short' period of time.

> **Affective objective:** a statement which describes the changes which should take place in the student's interests, attitudes, values and sensitivity.
>
> **Experiential objective:** an objective specified in terms of an intrinsically valuable experience in which a student is to engage during a program.
>
> **Knowledge objective:** a statement which indicates what "facts" a student will know after working through a course or unit.
>
> **Skill objective:** a statement which indicates what skills (physical or mental) a student will develop.

PROGRAM - a detailed method of achieving an objective.

PURPOSE - the overall reason for the existence of the organization.

RELIABILITY - consistency of test scores.

SELF-REFERENCE - the activities or behaviours are related to individual student capability.

SENSORY SKILLS - related to the senses (visual, auditory, tactile, olfactory, gustatory and even kinesthetic).

STANDARDIZED TEST - a systematic sample of performance obtained under prescribed conditions, scored according to definite rules, and capable of evaluation by reference to normative information.

STREAMING - an organizational pattern in which students are segregated, for extended periods, on the basis of assumed ability, into parallel but separate and different curriculum tracks.

SYNTHESIS - the putting together of parts and elements so as to form a whole.

VALIDITY - the extent to which a test measures what it purports to measure.

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